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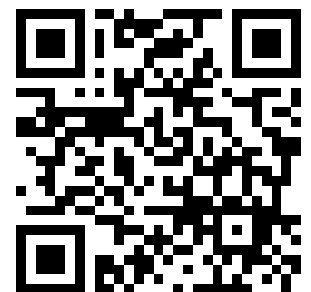
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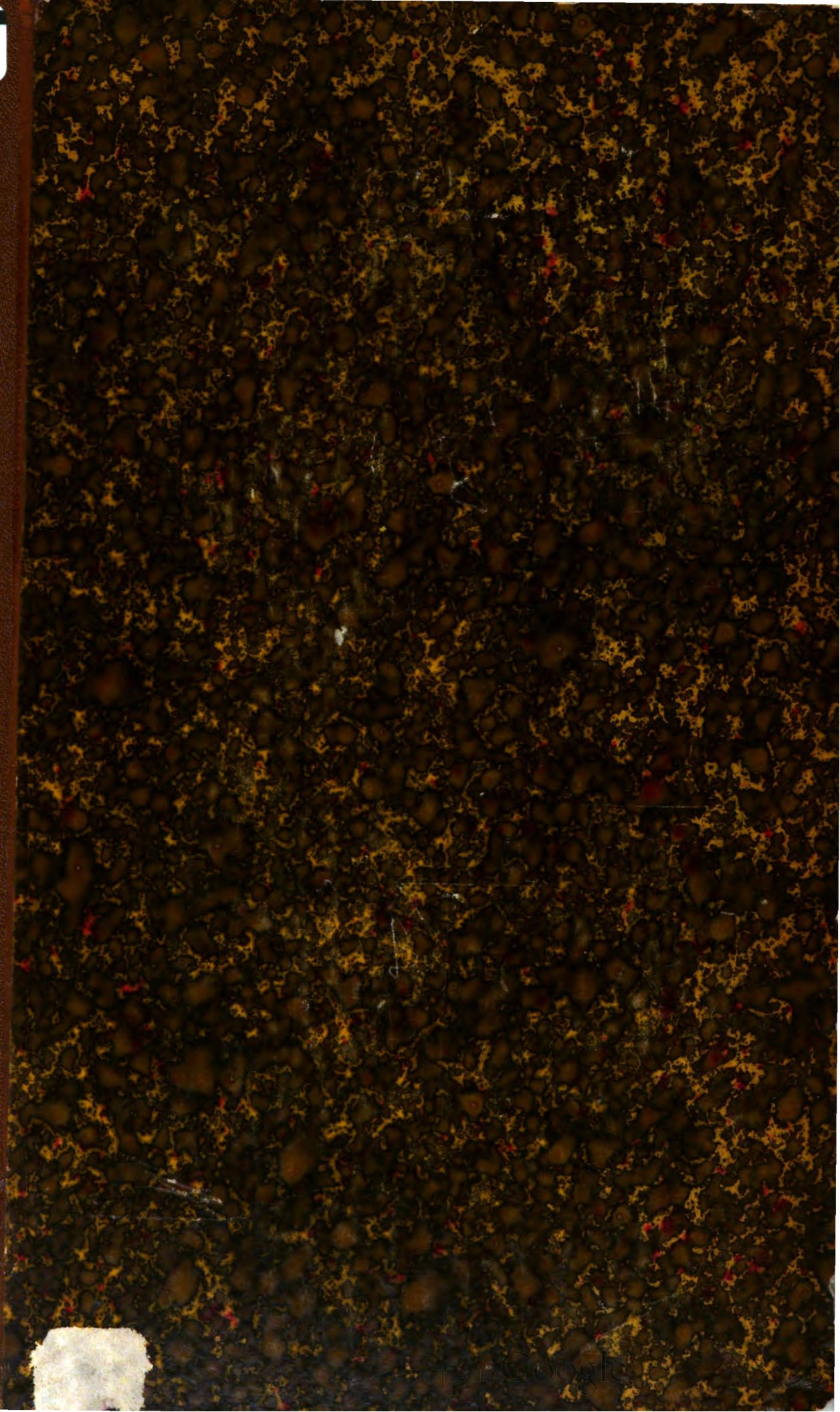


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OCCASIONAL NOTES.

IN a pamphlet entitled "The Budget Opened," Sir R. Walpole was compared, *à propos* of his forthcoming Excise Bill, to a mountebank opening his wallet of quack medicines and conjuring tricks. "I do not pretend," said the anonymous scribbler who has given a new word to every European language—"I do not pretend to understand the art of political legerdemain." We likewise know that Mr. Balfour is pledged to give "an early and very honourable place" to the forthcoming Education Bill, a more momentous measure than any Excise Bill; we know too what in the opinion of all disinterested experts the Bill should contain, but how our State empiricks will dispense their packets no man knoweth, not even the elect, and it were idle to prophesy. We have a Central Board which reigns but does not govern—a line in *Hazell's Annual* sums up its action: "It has inspected twenty-seven secondary schools." We have under it a Consultative Committee which sat and reported at the beginning of last year—the report is still pigeon-holed. The Local Authorities over whose action the Board is to exercise a general supervision are still to be created or re-created, and all is at a standstill. It may be that, while we

Seem here no painful inch to gain,
Comes silent flooding in the main,

but we can discern no signs of a flowing tide. Rumour has it that Mr. Balfour himself will introduce a refurbished Bill No. 1, with a clause enabling voluntary schools to be aided from the rates. *Absit omen.*

"THE question which underlies the efficiency of our nation as a whole—I mean education—in which we are lagging sadly, and with which we shall have peacefully

Lord
Rosebery's
Speech.

to fight other nations with weapons like the bow and arrow, if we do not progress. We have nothing like a national system, but a great chaos of almost haphazard arrangement."—No public utterance of an English statesman since Mr. Gladstone's Midlothian campaign has been so widely read and commented on as Lord Rosebery's speech at Chesterfield, and it is therefore worth while to give textually his brief reference to education, which is coupled in the same paragraph with housing. Like most of his critics, we welcome back a leader of men who has lain too long in his tent, and, at the same time, regret that he has not given us a more distinct watchword. That Dinos is still king and that from the present chaos a cosmos must be evolved is a commonplace that Sir John Gorst has uttered on a hundred platforms. Is Lord Rosebery the magician who will raise the wind for which the Duke is still whistling? That is the question. Educate in order that you may keep out German-made goods and check-mate American trusts—that does not, we confess, sound to us like a magic spell. Education is an end in itself, and, to the educated man or nation, all else shall be added. That was the gospel of Luther and Pestalozzi, of Froebel and Herbart, and it is faith in that gospel that has given Germany its present pre-eminence.

THE Kent Secondary School Conference has raised its capful of wind to help the Duke's barque along. The Conference, in urging the Government to undertake the organization of secondary education, would have the Local Authority formed from the County Council, with the addition of not less than one-third elected from outside the Council; and, among those elected from the outside, not less than half should be "persons, male and female, who have had experience of teaching in secondary schools," and the Authority should also include persons familiar with the management of elementary schools. These resolutions are naturally framed from the point of view of the secondary teacher, and the Conference has stopped short of pressing the need for one Education Authority. Further recommendations, cautiously worded, suggest that private schools should not be excluded from participation in public money when such schools are filling a gap in the educational provision of the locality; and that the Board of Education should intervene to prevent the establishment of rate-aided schools in competition with private schools already established. It is, no doubt, fair that, as in the case with primary schools, the need for a school should be proved before public money is expended.

To decentralize secondary education means to subordinate it to two interests, that of the teachers of the present (not ideal) primary schools, and that of the devotees of commerce. To the first, education is a profession; to the second, a trick. The first may warp secondary education, of which they are not trained to be judges, to fit that education which they know. The second may give as education what will not educate but stultify. I call for a Central Authority if we are going to make any new beginning in secondary education.

SO writes the Oxford correspondent of the *Pilot* anent Dr. Macnamara's article in the *Fortnightly Review*. From Dr. Macnamara's manifesto, which is discussed on another page, we differ as widely perhaps as does the *Pilot*, but Dr. Macnamara at least makes his meaning clear, while we have not a notion what the *Pilot* is driving at, unless, indeed, he intends by a *reductio ad absurdum* to show that everything is for the best in the best of all possible worlds. First, the N.U.T. are ruled out of court as

The "Pilot"
in a
Balloon.

dwellers in Flat Land ; secondly, the County Councils are despatched as commercials, and, lastly (unkindest cut of all), the Board of Education is passed over as non-existent—"I call for a Central Authority."

THE Association of School Boards have issued, in their official *Gazette*, an exhaustive historical account of the origin, progress, and present position of evening continuation schools. It is unnecessary to mention here that a great part of this document consists of attacks on Sir John Gorst, the new Minute, and the Cockerton judgment. We do not intend to deal with these comments in detail. Their basis is that what Sir John Gorst said in Parliament as regards certain School Board evening continuation schools is proved to be false by the reports of his own inspectors, published in Blue-books signed by himself and the Duke of Devonshire. Copious extracts from inspectors' reports are given. In three-fourths of them the comments (very favourable) refer to groups of schools which are mainly *not* under School Boards, and in all cases the conclusions of the inspectors, that this efficiency (in country districts) is due to County Council organization and County Council aid, are carefully suppressed. Then we have the old Cockerton controversy as to the effect of School Board free evening classes upon polytechnics disposed of upon the *ex parte* statement of Lord Reay. Time after time it has been shown that the increase in the number of students at polytechnics (as shown by the London County Council grants) has been regular and continuous in *trade subjects* only, which are those specially encouraged by the London Technical Board, and in which the School Board schools have never competed. This has been so large as to mark the diminution in lower-grade science, art, and commercial subjects, in which the free evening schools have been able to compete with success. But it is still more disingenuous to quote increases in "student-hours" at schools of art, when it is well known that longer attendance, and not more students, has been the sole cause of this result.

BUT when we come to the tabular matter referring to the present position of School Board evening schools we stand amazed at the audacity of the statements and the inadequacy of the information. There are in England, in towns, 171 School Boards, and in parishes, 2,013. Of these the School Board Association have been able to induce 135 only to give particulars as to how their evening schools have suffered, and how many have been closed owing to the operation of the Cockerton Act and the Minute of last Session. In one county alone, where seven School Boards conduct twenty schools, and where there has been a large increase both in schools and in scholars this winter, we are presented with a return from one School Board only representing two schools. But we will go farther and say that the statement—"the Return supplies ample proof that there has been a large decrease in the number of pupils in *School Board* evening schools"—if intended to imply (as it is) that the Act and Minute have thus handicapped *School Board* evening schools is a *suggestio falsi* of the first magnitude. There has been all over the country a large decrease (some 30 per cent. in many cases) in the *voluntary* evening schools, due to the new rule excluding day-school children ; this rule is absolutely fair as between the two classes of schools, but, as the voluntary schools are more rural, it hits them the harder. It is, however, based on sound educational principles, and must stand. Even this Return, however, biassed as it is, must

admit that "the County Councils (with one County Borough exception) have wisely allowed the School Boards . . . to carry on evening schools much on the lines of the previous year." As in nine-tenths of the rural counties they obeyed County Council rules in the previous year, this was not difficult. We also learn that "there appears to have been, excepting in a few cases, practically no friction."

WE regret to notice a recrudescence of the mischievous activity of the non-county boroughs which wrecked the Bill of 1896. At the October meeting of the Municipal Corporations' Association, the spokesman made a grievous complaint against the Government because, in no case, had they allowed the option of No. 2 Bill of last Session, whereby a non-county borough or urban body might be accepted (with the consent of the Board of Education) as the licenser of every school, in lieu of the County Council, to become operative. As a matter of fact, the Board of Education sent a circular to County Councils before the Act was passed, indicating that only in their default would a minor authority be recognized. Now it is just in this very connexion that the counties have the strongest case. The annual Hobhouse returns show that, as far as continuation schools are concerned, it is the counties, and not the boroughs, which have subsidized them, and that to a very large extent ; and, moreover, this aid has had to be given direct to borough evening schools, or it would have been diverted to other purposes if allowed to filter through Town Council hands. Somewhat violent resolutions as regards the Bill of next Session were passed demanding autonomy for non-county boroughs for all education within their area. Parliament, we are sure, will make it quite plain that secondary education proper is not, except in very exceptional cases, to be provided by the average non-county borough, nor is the Council of such fit to control it. The lower grades of secondary, technical, and primary education, we are sure, the County Councils will be happy to hand over to the various urban bodies, subject to a well considered scheme of county co-ordination.

THE severest blow which the School Board, or *ad hoc*, theory of Education Authorities has yet received has been dealt by the Welsh National Liberal Council. The General Purposes Committee of that body presented a report on education to the annual general meeting. In this it was declared, *inter alia*, that no measure will be satisfactory which does not provide that "educational bodies be directly and solely elected to promote and control education." Mr. Albert Spicer, Mr. Humphreys-Owen, Mr. H. Roberts, and other Welsh members of Parliament arose in their wrath and pointed out that this resolution would upset the Intermediate system, which had been "so conspicuously successful because it had kept out clericalism." Forthwith the resolution was unanimously deleted, and the general resolutions so amended as to cover the whole control of education by the Intermediate Committees and the Central Board. This means that the whole body of Welsh Liberal members will accept the Local Authority of the Government Bill. The *School Board Chronicle* is very angry, and opines that "the Welsh Intermediate school system is in no manner of danger from bodies directly elected." Considering that only a week earlier the Welsh Federation of School Boards had resolved that such (*i.e.*, *ad hoc*) bodies must at once be constituted to control all education (which, of course, includes intermediate), this "no manner of danger" is about the strangest

*Statistics
of Evening
Schools.*

*An
Object-Lesson
from Wales.*

negation of facts we have yet seen, and savours of the "Will you walk into my parlour?" policy. The Welsh members are not to be deceived; the system and the schools are one, and the whole essence and strength of the scheme would be gone if bodies elected on sectarian and clerical issues (we care not of what denomination the elected are) were brought into any kind of intimate relation with the schools.

WHEN the Government pension scheme came into operation, it was reasonable that the London School Board should seek to abolish its own scheme. Long and

The London School Board Superannuation Scheme.

bitter have been the discussions upon the subject. The Board's offer to pay back contributions without interest does not seem to be a generous one; though, if the management has swallowed up the profits, there may, perhaps, be no possibility of more liberal terms. The scheme could only be abolished by the consent of all the subscribers. At last, with strenuous effort, the Board has reduced the number of malcontents to five, and has cut the Gordian knot by dismissing the five teachers from the service of the Board. Their reinstatement, upon fresh conditions, will probably be instantly effected. But, even so, the squabble is not at an end, for one of the recalcitrant teachers is applying for an injunction to restrain the Board from distributing the funds. We are inclined to think that fairness demands that those who wish should remain under the scheme, even if the small number of subscribers should entail some contribution from the ratepayers to carry out its provisions.

THE question of tenure is again coming actively to the front. Both Head Masters and Assistant Masters have been discussing the matter. At present there is no absolute

Tenure and the Consultative Committee.

agreement, nor little immediate probability of such. But the Head Masters' Association addresses a letter to the Board of Education which points to a possible solution of the difficulty. The letter states that, for various reasons, the existing conditions of tenure will undoubtedly be altered in future schemes, and therefore the Association asks permission to lay before the Board reasons why the Consultative Committee should investigate and report upon the question before further steps are taken. This would be an excellent move if the Consultative Committee were a reality. As things are, the Board's treatment has turned the whole affair into a farce. Schoolmasters asked for a Consultative Committee of experts. They have got it. More than a year ago this Committee met—several times: it was admitted, with an air of mystery, that they were considering the question of the registration of teachers. They reported, last February, it is believed. The report remains a secret document; no apparent action has resulted, and the Committee is practically non-existent. If the Duke would make the Consultative Committee a reality, we should like to see the question of tenure referred to it.

WHAT is known as "drill" in many schools is a bore to the boy and cause of loss of temper to the sergeant. Its popularity, and consequent usefulness, is in

Military Drill.

some cases prevented by what is called "punishment drill." In itself, drill may be a most valuable adjunct to school life, especially in the case of town day schools with scanty playgrounds. It produces a better carriage, with resultant increase of self-respect, and makes for improvement in health and morals. We are glad, therefore, to receive

Lord Roberts's letter, in which he suggests that, in schools where the formation of a cadet corps is not found possible, boys over twelve may yet be encouraged to learn elementary drill, under the supervision of the military authority. The Commander-in-Chief calls upon general officers commanding districts to aid in this matter as much as they can. We schoolmasters are men of peace, and rightly so. We do not want to develop the martial spirit. But the glamour of uniform, the assistance of a big organization, and the hope of acquiring a "Morris tube" are useful encouragements to what may be almost called a physical necessity in town day schools.

WE are not impressed with the wisdom of the resolution proposed at the Head Masters' Conference by Mr.

Swallow and Mr. Rutty, to the effect that *in all cases* an appeal should lie from the Local to the Central Authority. We do not know what "all cases" means. The Royal Commission awarded an appeal in certain definite

cases, such as alleged unfair competition of schools, &c. No doubt, certain professional questions, as regards tenure, &c., might also be matters to be thus safeguarded. But, if it means that the distribution of the ratepayers' money by the ratepayers' representatives is to be called in question at South Kensington by every school which thinks it has received £1 or so too little, then the impolicy of the proposal is as marked as its impracticability. During the debates on the Cockerton Act of last Session it was proposed that the Board of Education, and not the County Councils, should have the expenditure of the School Board rate. It was conclusively pointed out by the Government that such a proposal would be entirely alien to the Constitution, as giving a Department power over money belonging to the ratepayers; for this reason the amendment was rejected. Now it is perfectly plain to any man of common sense that no County Council will raise a rate if its allocation is subject to such restrictions. It cannot, we hope, be in the minds of those responsible for this resolution that thus non-local schools will be able to claim, in face of the emphatic declaration of the Royal Commission to the contrary, a share of local rates. If not, Mr. Rutty's attitude, at any rate, is inexplicable, as his school is so entirely non-local that it never has, nor can possibly have, the slightest claim to a share of a local rate—or interference from a local official.

IF there is to be any local option at all in the next Education Bill, it must relate to function and not to constitution, and should affect elementary education only.

Local Option on School Boards.

The Municipal Authority everywhere must be charged with the duty of supply and control over secondary education. But there is no reason why there should not be a transition period during which the secondary body shall "opt" for or against assuming elementary powers. In some of the towns, no doubt, the Authority would prefer to let the School Board go on for another three years at any rate. It might be provided that a poll of the free library nature should be taken in any town where the Town Council resolves to supersede the School Board, and, if the verdict be adverse, the School Board shall have another lease of life. Of course the converse could not hold. Once a School Board is absorbed or extinguished, it is gone for ever. Or the precedent of the Cockerton Act of last Session might be followed, and power given to a Council to license a School Board to continue to supply elementary education for a further period of three years upon terms to be arranged. Naturally a School Board desiring to commit suicide and

extinguish itself in favour of the Town Council should be enabled to do so, and a School Board election might well be fought everywhere on this issue. Doubtless, in the rural counties any kind of *referendum* will be very difficult, and we can see nothing for it but for the County Council to resolve, if it so desire, to take over elementary education, and for its resolution to become operative when approved by the Board of Education.

MR. GILKES complains in the *Times* that its leading article gives a wrong impression as to the attitude of the Head Masters with regard to the teaching of modern languages. The Head Masters were already familiar with Mr. Bell's five methods, and they were so impressed with the completeness of the paper that they thought nothing remained to be said. Further, it is Mr. Gilkes's impression that "in almost all schools able teachers of foreign languages are carrying out in full the suggestions made in the paper, with the full sympathy of all their colleagues." Methinks the Head Master of Dulwich doth protest too much. If all is for the best in the best of all possible worlds, if the Head Masters already know all about modern language teaching, and practise what they know, why should they vote that Mr. Bell's paper be printed and distributed? We advise Mr. Gilkes, as a corrective to his optimism, to read a recent work by a former colleague, which is reviewed in this number. Had he attended the debate of the Modern Language Association on the previous Thursday, he would have learned two things: that experts (and neither Mr. Gilkes nor Mr. Bell would claim to be an expert) are not agreed as to method, and that modern language teachers in public schools are far from being satisfied with the conditions under which they teach. We should be curious to know how many members of the Head Masters' Conference have shown their "full sympathy" by joining the Modern Language Association. Is Mr. Gilkes himself a member?

MR. WHITEHEAD writes an indignant letter to the *Spectator*, protesting against the narrow, short-sighted, illiberal policy and want of enlightenment on the part of the London School Board in issuing a notice intimating that they cannot hold out the assurance of reappointment to teachers who accepted one of the Government posts in South Africa. "Government servants, that is, if accepting a temporary post also under Government, and at no little sacrifice to themselves, may not look forward to reinstatement after a year's laborious work among Boer children in South African camps." Then follows a whole column of irrelevant matter about large-minded conquerors, Boer rebels, leave of absence granted to the heads of normal schools in America, and the educative influence of travel, &c. All this sentiment and rhetoric is pricked by one pointed fact. For the one hundred appointments the Board has received nearly four thousand applications, and Mr. Sadler's difficulty has been to choose among so many good candidates.

MR. ALFRED MOSELY, C.M.G., one of our South African millionaires, has undertaken to defray the cost of a commission of inquiry into foreign methods of commercial and industrial education. A preliminary meeting was held on the 16th, at the Board of Education Office, to settle the scheme of inquiry. Sir John Gorst and Sir George Kekewich were present, and the chair was taken by Lord Reay. It was decided that the commission-

ers should begin their work in the autumn of next year. Whilst applauding Mr. Mosely's generosity, we cannot help thinking that, thanks to Royal Commissions and Mr. Sadler's Reports, we know all we need to know about foreign schools and institutions, and that Mr. Mosely would be well advised to take the hint given by Mr. Glazebrook, and devote a quarter of a million to found a commercial public school, or, if this is too large an order, provide the funds for classes in Russian and Chinese, for which there is a considerable demand among commercial clerks in London.

THE HEAD MASTERS AT CAMBRIDGE.

THE surroundings of the Head Masters' Conference this year were stately and appropriate. The meetings were held in the Senate House; the Vice-Chancellor of the University and the Reception Committee entertained royally in the Hall of Trinity, and, in the late evening, the superb Library, Combination Room, and Hall of St. John's were thrown open to the members of the Conference and their friends in Cambridge. But we are afraid the debates of this august body were hardly up to the level of their surroundings. There was an air of unreality and indifference over the whole of the proceedings, produced, doubtless, by the knowledge that, however a vote may go, its practical result will almost certainly be *nil*.

The first item was the new Education Bill, and it might have been anticipated that so intricate and weighty a matter would have provoked keen discussion and occupied the best part of the afternoon; but the Head Masters regarded Mr. Keeling's pronouncement and Mr. Swallow's rider in the same light as a Yorkshire boy regards the suet dumpling which preludes the roast beef:

Let School Boards, higher schools, and science die,
But leave us still our old nobility

—*videlicet* the grammar schools—so sang our Lord John Manners, and our pedagogic lords purred approval. A Thersites in the *agora* of assistant masters was overheard to mutter: "I wonder whether Keeling ever read Fitch's report on Yorkshire grammar schools to the Endowed Schools Commission."

Dr. Rendall brought forward a motion in favour of the abolition of set books in examinations imposed upon schools by external authorities. But he had not taken the trouble to inform himself of the facts. He did not, for example, seem to be aware that the books set by colleges are in very many cases the same as those set for Little-go or Responsions, or that unseens have for some time been set at Cambridge as an alternative to books in the Little-go. And he gave away his whole case by the strange statement at the end of his speech that it was almost impossible to bring dull boys successfully through the ordeal of an unseen examination.

But the most remarkable feature of the Conference is the immense anxiety it displays that somebody else should do something, and the reluctance it manifests to bind itself to do anything at all. It urges reforms upon the Universities, it endeavours to put pressure upon private schools, it has views about Local Authorities for Secondary Education, from whose jurisdiction its own schools shall be exempted; but it has no mind to set its own house in order. On the second day Mr. Bell read a sound, careful, and laborious paper on "The Methods of Modern-Language Teaching." He cautiously summed up in favour of a system not unlike that of Mr. Siepmann, which he believed would make it possible to teach French and German not only as literary, but also as spoken, languages. Now here was a practical matter. It is no secret that in some of our public schools the modern-language teaching is not perfect; and it might have been expected that the Head Masters would seize an opportunity of discussing what many of them must find a difficulty. There was not one single speaker.

But the next motion was one that concerned the action, not of schools, but of colleges at Oxford and Cambridge, and therefore aroused something as near warmth as is compatible with the attitude of genial indifference that becomes a head master. Mr. Glazebrook proposed that the age of all scholarship candidates should be reckoned from a fixed date—that

they should be required to be under nineteen on the 1st of July. He contended that, at present, boys often, to their own detriment, remain at school till they are nearly twenty. Then uprose Mr. Lyttelton and Dr. James and smote him. It appeared that it was just these aged persons who were indispensable to the discipline of a school, and that it was by their retention that our public-school system had attained that rare excellence that makes it the admiration and despair of the Continental onlooker. Dr. James, looking back on his undergraduate days, could recollect the idleness and wrecked careers of lads who went up to the University at eighteen and a half. For once the Conference was aroused, and Mr. Glazebrook was handsomely defeated. But it is worthy of notice that his motion would merely have effected what is intended by the existing statutes of the colleges. The rise in the age of freshmen is due to the present early date of scholarship examinations. We are loth, too, to believe the Head Masters when they tell us that they could hardly carry on their schools without these boys of nineteen; and we are also of opinion that in the majority of cases the right place for boys of nineteen is not the school, but the University. It is a long and expensive matter preparing for any profession. There is surely no need to lengthen it by a year. We should like, by the way, to know what is Mr. Lyttelton's authority for stating that boys stay longer at school in England than on the Continent. Our impression is that the average age of the *Prima* in a German *Gymnasium* is quite as high as that of the sixth form in an English public school.

Then came Mr. Phillpotts with a motion partly about extorting English from the private school-master, partly about the duty of the public schools to teach it themselves. Mr. Phillpotts talked about the latter half of his motion, the Congress chiefly about the former. Mr. Phillpotts is no mere theorist: he has experimented; he has even made his whole school write a letter on a given subject, and looked over some part of the resulting mass of matter. So exhaustive was his treatment of the subject that the Chairman was compelled to use the guillotine.

Dr. Armour thought masters might set a valuable example by their own grammatical and eloquent speech; and, while his listeners grew pale at the thought, hinted at the painful "records" that might be made by a phonograph in some classrooms. But it may be doubted whether a lesson that was a model of literary form might not lose greatly in vigour and stimulus. Homeliness of speech, and even direct abuse, are not without their usefulness.

Remaining speakers were chiefly concerned with the interesting question whether English deserved "great" encouragement or "more" encouragement in public schools. Some who were satisfied with their own efforts said "great"; others, who were conscious of the shortcomings of their neighbours, said "more," until the Chairman lost count of the amendments, and the motion was finally passed as Mr. Phillpotts had drafted it.

As the *Times* remarked in its leader, the Head Masters' Conference does not take itself very seriously, nor is it taken very seriously by the public. "What are we going to discuss?" one asked of his neighbour in the train to Cambridge, and was answered: "Something about commerce and County Councils and colloquial French; but I haven't had time to study the agenda. The palaver is common form that don't interest me; but it's jolly meeting old friends and making new acquaintances."

PARENTS.

By A SCHOOLMASTER.

AS a parent and a pedagogue combined, I am tempted to take up the challenge that Mr. Andrew Lang threw down some month or two ago in the *Morning Post*, and, in default of a worthier representative of my profession, to write an essay on "Parents whom I have known." I, too, like Mr. Lang and "J. K. S." before him, have sighed for the season when "a boy's eccentric blunder shall not bring success to pass," when head masters shall find some better theme to write to the newspapers about than abuse of crammers or the Henley Regatta or whether the Saturnalia of Lord's shall last two or three days, and turn their minds to the discussion of serious educational problems, one of which undoubtedly is the relation of school-masters to parents.

"Educationist" may be an ugly word, it may have been "defamed by every charlatan," including Mr. Lang's Orbilius, who whopped a boy to death; but it has come to stay, and we can no more get on without it than "pianist" and "publicist" and "socialist"—hybrids which should be no less repulsive to a "purist" like Mr. Lang. Your educationist alone is capable of tackling the parent problem. It was an educationist (though the name was not then invented), no less an authority than Fénelon, who wrote just two centuries ago: "Children belong less to their parents than to the Commonwealth, and ought to be educated by the State. There should be established public schools, in which are taught the fear of God, love of country, and respect for the laws."

Here is a definite theory which reduces the responsibility and at the same time curtails the privileges of parents. In France it has come to be accepted for all classes of society; in England it has been applied since 1870 to the lowest classes, and to these only. Within the last few years the English Government has begun to acknowledge that it owes some duty to the children of the middle and upper classes beyond that of the policeman who sees that they are not robbed of their ancient bequests.

The theory may be right or wrong. I have no intention of here discussing first principles, and my reason for quoting Fénelon was merely to indicate how far the question of parents and schools will take us if we probe it to the bottom. My humbler task is to treat of parents as I have known them, and to draw one or two practical deductions from my personal experience.

First of all, a clear distinction must be drawn between boarding schools and day schools. It is obvious that the relation of the parent to either school is very dissimilar. I began schoolmastering some quarter of a century ago as an assistant in a North Country college, remote from any centre of population and five miles from the nearest railway station. With these surroundings parents in the flesh were almost as invisible as Boers; but they managed to make their existence felt, bombarding me with letters, when I was promoted to be a house master, and sniping me with telegrams. I remember one anxious widow who appeared on the scene to inquire after her only son, who had caught the mumps, and introduced herself to the boy's house master with the startling announcement: "I am the mother of 23." "Thank God," replied Uncle John (so he was familiarly known to his colleagues), "I am not the father." Boys at this school, I must explain, had a number assigned to them on entering for marking their clothes, &c., and the good lady had been informed that, like convicts, they were known by no other appellation.

At the time I used to grumble at the number of letters I had to write; but, as I calmly review the past, I must own that these parents were not, as a class, unreasonable. Not only did I make many life-long friendships, but I learned, by a side-wind, much of the inner life of the school and gained an insight into individual characters which often corrected hasty judgments and saved me from committing acts of gross injustice.

If I may exercise the privilege of age, and address a word of counsel both to my fellow-pedagogues and to parents, to the former I would say: "Deal gently with your parent, and do not snub him, though he may seem to you an ignoramus and a boor; used rightly he will give you many a useful wrinkle." I happened once to be present at a famous trial, in which a parent sought and recovered damages against the head master of a public school for expelling his son for stealing. The head master was compelled, shortly after, to resign, and the school suffered for a time in numbers and reputation. Now it is a fact that all this trouble might have been avoided, if only the school authorities would have allowed the parent to investigate the case for himself. He was told to mind his own business, and not meddle with a *chose jugée*; so, of course, he brought his action.

To parents I would say: "Do not trouble your heads so much about what school you send your boy to; there are at the present moment half a dozen great schools between which I should find it hard to make my election. But make every inquiry you can, and, if necessary, satisfy yourselves by personal inspection, before you fix on a house." In my own old school, which was then as much sought after by parents as Winchester is now, two houses were, the one a pirates' ship, and the other—let me say a second circle of the Inferno. So it is now; and yet

in a fashionable school a house must be scandalously bad not to be full.

From a country boarding school I passed to a London day school, and great was my disillusionment in regard to parents. I had imagined that for every letter I used to receive I should now have a visit from a parent, or at least a request for an interview. The City parent, so I discovered, is a mute, inglorious body, too much occupied in the daytime with his own business or profession to interview masters, and too tired at night to initiate a correspondence. "Characters" were sent home at the end of each term (not monthly as at the boarding school), and in these I might rate the hope of the flock as a lazy loafer or a gay deceiver without producing any ostensible effect. The City parent, like Matthew Arnold's Oriental, "bowed the head and let the storm sweep by." If provoked beyond measure, he addressed, not the accusing angel, the form master, but the head master, who, the chances were, did not know the boy by sight. The theory of this school was to take no cognizance of the parent, so long as he paid the fees. The pupil might lodge where he liked and change his lodging as often as he liked. In another London day school a boy was absent from school for the greater part of a term, and no inquiries were made, on the supposition that he was ill. When he presented himself again and accounted for his absence by a cock-and-bull story of a strange man who had waylaid him and daily robbed him of his luncheon shilling, it was discovered that he was lodging with a small tobacconist in the suburbs. This doubtless is an extreme case, and it may be argued that the system which wholly divorces the home and home-life from the school and school-work is universal in Germany. I can only answer that, from my experience, it is not suited for English boys, and I hope it will never be adopted in England. Better the opposite extreme, as at Harrow, where home-boarders were ruled by Dr. Butler with a rod of iron, and both parents were not allowed to be absent from home at the same time.

At University College School an excellent plan was initiated by Mr. Eve for establishing a *nexus* between the home and the school. Each pupil on entering was assigned to one of the senior masters, who acted as his "tutor" for the whole of his school course. The tutor stood *in loco parentis*, kept a general eye on the boy's conduct and progress, guided him in his choice of studies, heard complaints against him from other masters, and communicated when necessary with the parents. These functions are generally supposed to be the prerogative of the head master; but it is obvious that in a school of five or six hundred boys they cannot be effectively exercised without delegation of authority.

I once asked the head master of a famous day school whether he was not much pestered by parents. "At first," he replied, "I was; but I soon taught them to know their place. I remember, in early days, a parent coming to me to complain that his boy was not taught tots and double entry. I answered him: 'In this school, Mr. Jones, we profess to turn out scholars and gentlemen. If you wish your son taught how to sand your sugar and water your tobacco, you have come to the wrong shop. Good morning!'"

My friend is given to speaking in parables, and I feel sure that these were not his *ipsissima verba*, but he stoutly maintained that in framing or modifying the curriculum of a school the parent should have neither part nor lot. "Greek," he held, "is good for all boys, and all my boys shall learn Greek. If parents think otherwise, let them go elsewhere."

The opposite theory prevails at University College School, where, according to the prospectus, the parent pays his money and takes his choice of subjects; and, if we have to elect between the two extremes, there seems good reason for preferring the latter. Parents may know nothing of pedagogics—they know at least as much as public-school masters—and, if they prefer modern languages to classics, it is monstrous that classics should be thrust down their throats; that an ancient grammar school in the centre of a manufacturing district should carry on the *trivium* of the middle ages.

If modern sides are still in the cold shade, the fault, in the last instance, lies with parents. Mr. Lang gives us some delightful stories of meddlesome parents. My complaint, as a school-master, is that they have not meddled enough; that they have been too meek; that, in the case of modern studies, they have been given a stone for bread and have swallowed it like ostriches.

There is, I believe, still in existence a Parents' Society for the propaganda of Froebelian ideas. Will no one start a Parents' Society whose aim shall be to modernize our school curricula, to insist that all masters shall be trained, and that head master-ships shall no longer be monopolized by clerics and classics?

A PAGE FROM A TEACHER'S DIARY.

MARCH 4, 1901.—To-morrow is the day for the Nature lesson. What subject shall I take? What a worry to me is that resolution of mine, never to take any subject which I cannot illustrate by actual specimens! Is it stupid to be so perverse? The walls of the class-room are covered with diagrams illustrating both the plant and the animal world—is it great folly not to use them? My teaching conscience says "no"—why use pictures when you can get the actual thing? No, I will have no pictures, no illustrations. Well, then, there is the school museum—surely something can be found there. Again no; the school museum has its drawbacks; indeed, it is a snare and a delusion. A useful cupboard it may be in which to store collections and curiosities, but, after all, the things there are *dead*—surely a drawback when one wishes to interest children in *life*. But, at the beginning of March, what can we find? I gaze out of the window and wonder. There, on the lawn, I see a beech tree—it looks bare, dead, and uninteresting; but I know it is *not* uninteresting. I decide at once. The children shall spend thirty minutes examining a bare beech twig.

It is a relief to have decided upon a subject. I must just get up my lesson a little and consider how best to treat it. What do I need in order to prepare this lesson satisfactorily—a pile of books? No, thank heaven! only a couple of ordinary pins. So with these simple tools I set to work to dissect a bud. I am convinced it will be absolutely my own fault if this is not an interesting lesson. I shall simply provide the children with beech twigs and let them exercise their original right of research. When the lesson is over I shall be disappointed if each child has not got an idea of a winter bud, of the folding and protection of the leaves. I shall also be greatly disappointed if these boys and girls are not anxious to look for other buds on other trees. I wonder if I am too enthusiastic, too hopeful, when I think that perhaps they may be interested in buds for ever and ever. At any rate, I think, if we set to work in the right way they will get hold of something which they can never forget; and it is a great satisfaction to know that it is something worth remembering—

March 5.—The "beech bud" lesson is over. How did it work out? What was the success? There were some thirty to forty children present, boys and girls, ages varying from seven to ten. They looked amused and interested when I entered the room with an armful of twigs. A piece of foolscap had been placed on each child's desk, as I have found by experience that children work more neatly and see things more satisfactorily if they have their specimens on white paper rather than on dirty desks. The paper indicated possession, and they looked anxiously for the moment when they should each have a twig. Poor little eager things, they had not long to wait. I distributed the specimens at once.

Then we set to work. Naturally, the first question was: "What is it that I have brought you this morning?" We were not long in arriving at the fact that we were about to examine the twig of some tree. What tree did not matter for the moment, as I did not then wish to teach them the names of trees, but the structure of buds.

Having arrived at the fact that we each had before us the twig of some tree, the next point was to discover what was on that twig. The questions and answers were something like this:

Q. "Look carefully and tell me if you can find anything growing on the twig."—A. "Yes—things."

Q. "What kind of things?"—A. "Brown, pointed things."

Then I made a rough sketch of a beech twig on the board, to make sure that we were all looking at the same "brown, pointed things." "Now what are these things?" There was an absolute silence, no child venturing to give me an answer. The children had never consciously seen such objects before; the idea of buds in the middle of winter never occurred to them.

"You have each got something in your hands. You don't know what it is; I am not going to tell you. How will you set to work to find out?"

An adventurous youth gave me the answer I wanted: "Break it open and look inside." I advised that they should not exactly break it open, but carefully take it to pieces with the help of fingers, pins, and penknives. We spent a little time over this research work, the children exploring entirely for themselves. Knowing that the class had plenty of buds in reserve, I was not anxious that it should be done *in the right way*; only wishful that each child should discover something.

They were soon ready to answer my questions. "Well, what have you found in the brown, pointed thing?"—"Green leaves," said one; "Silky hairs," said another.

I must confess I was a little astonished at the number of questions I had to ask before we arrived at the fact that the brown, pointed things were buds. Of course we had to work from the known to the unknown. "What appeared on the trees in springtime?"—"Leaves." "Where did the leaves come from?"—"Buds." "How long had the buds, which unfold in spring, been on the trees?" This was rather a poser; naturally the children had no idea, and the material before us could not provide an answer. So they rested from their labours while I told them that when the leaves fell off the trees in autumn they left behind them the buds which unfold the following spring; that the tree was as full of bud in December as in May; that all the leaves which would make the tree so beautiful in the springtime were actually there rolled up within the bud all through the winter months.

The next point was: "How many green leaves were there packed up within each bud?" Research work was again resumed. Each child opened another bud: some counted three leaves, some five, some seven. We had arrived at the fact that we were examining buds which had been on the trees all through the winter, and that each bud contained several leaves. Now we were prepared to take a bud to pieces with greater care. This time I told the children exactly what was to be done, and we all set to work together. We removed the scales from the outside of the bud. What were they for? The idea of protection soon presented itself to the children. Then we came to what was an intense delight to them—the tiny green leaves covered with silky hairs. The next point was the folding of the leaves. Why should they be folded? As we removed the green leaves one by one we noted some narrow brownish leaves in among the green leaves. Some of the children who had fairly large buds, and who had taken them to pieces with great care, were able to tell me that there were two of these leaves to each green leaf—protection again.

Now we had got a clear idea of a beech-bud—a number of leaves exquisitely folded in order to take up as little space as possible; protection against winter's cold and damp—first, by a silken covering of hairs, then by delicate scale leaves, then by tough, strong leaves. I provided each of the children with a small piece of green paper, shaped like half a beech-leaf, and asked them to imitate the folding of the leaf. Naturally some were successful and some were not; but all were interested in trying.

Then the class helped me to build up an extremely simple model—a piece of stick served for the axis of the bud, folded green paper for the leaves, strips of brown paper for the stipules, and stronger paper for the outermost protecting scales—very primitive, but enough to impress and make clear the structure of the bud.

I am glad to note that I found this a most satisfactory lesson. It was almost entirely the work of the children; they found out almost every fact for themselves, and the whole beauty of the bud seemed to appeal to them.

Fortunately there was a beech tree growing in the playground; so when the morning school was over we went on a voyage of discovery. I was pleased to see how soon the children found the tree—then I gave them its name.

I think it would be well to take this subject again next week, explaining, or, rather, letting the children discover, the meaning of the scars on the twig; also to have other twigs for comparison. Then, too, when spring comes, we must have a lesson on unfolding buds. The children must see the leaves casting on one side their winter wraps, and straightening out their crumples.

M. S.

FROEBEL UNION CERTIFICATES.

WE understand that some little consternation has been caused amongst teachers in elementary infant schools by the discovery that the new wording of a paragraph in the "Code of Regulations" for 1901 seemed to exclude the Elementary Certificate of the National Froebel Union from recognition under Article 51 (b). As far as we can ascertain, no notice whatever had been given that any such change was contemplated. The Certificate has been recognized for many years, and is held by some hundreds of teachers in elementary infant schools, to meet whose needs is one of its special objects. Nearly one hundred such teachers sat for it in July last. The salaries of many infant-school teachers depend, in part, on their holding the Certificate. We are glad, therefore, to be able to state, on the best authority, that no change is intended; that the new wording was inadvertent, and that the Board of Education will continue to recognize the Certificate under Article 51 (b). Its proper place should be under Article 60 (b), which refers to Certificates in the Theory and Practice of Teaching. But that is another matter. The Certificate is a good one, and evidently fulfils its object of supplying the public and employers of teachers with a satisfactory test of knowledge and skill in dealing with little children; for the demand for it and for the Higher Certificate has grown rapidly and steadily for many years past. In 1887 the number of candidates for the two Certificates was 75. Last year the number was 850, of whom 466 sat for the Elementary Certificate. Of course, the great bulk of these 850 are not teachers in elementary infant schools; but the number of such candidates also has steadily grown, and has reached 100 for the two Certificates in the past year. All's well that ends well; and infant-school teachers may feel themselves secure for the present. But we cannot help wondering how the accident occurred. It is not a printer's error. Can the Consultative Committee know anything about it? There is no expert Froebelian on that Committee.

There is another matter which arises in this connexion. The two Certificates above mentioned are the only ones generally recognized in Great Britain as qualifying Froebelian teachers for their work. At least a year's training is usually required to gain the Elementary, and from two and a-half to three years to gain the Higher, Certificate. In both cases—but more particularly in the second—the Certificate is a severer and a wider professional test than the Certificate of Cambridge or the London Diploma—in the case of the Higher Certificate a much severer professional test. When the forthcoming register is established, on what status are Froebelian teachers to be admitted? The majority of them have a fair general education; but, like the majority of women teachers, the vast majority of them have nothing equivalent to a degree or a University diploma. The same is true of the vast majority of teachers in elementary schools. Is the general education diploma to rule the Register? And are training and a professional certificate to count for nothing? The Register must be a register of teachers if it is to have any real value—not a register of general education merely. A Teachers' Register which omits a large body of highly trained teachers will hardly carry much weight with the public; and Froebelian teachers are not likely to care to come in under the miscellaneous list of teachers of special subjects. They do not teach special subjects. When are we to hear how the Consultative Committee has attempted to solve the difficulty?

COLONIAL AND FOREIGN NOTES.

FRANCE.

France continues the earnest struggle to bring all her citizens under the influence of education. This democratic zeal has already produced good results. The percentage of illiterates in 1854 was, for men, 37.6; for women, 47.4. In 1870 it still amounted to 25 for men and 37.7 for women. But by 1898—the Compulsory Education Act dating from 1882—the figures had fallen to (men) 4.7 and (women) 7.2. A Ministerial circular issued lately urges those concerned to increased effort, so that this proportion may be further reduced. The scholastic commissions to whom the law has entrusted the duty of enforcing attendance at school are to be reorganized. They are required to meet regularly and to keep accurate records, open to the school authorities, of their proceedings. But M. Leygues adds to his in-

structions some home-thrusts at teachers. It is on them, he observes, that attendance mainly depends. The teacher who knows how to win the affection of his pupils and to make them love the school, who works on their parents and explains to these the necessity of education, will always have a good attendance. Recommendations by the *inspecteur d'académie* for advancement or reward must take into account the work done in this sense. Again, school hours and holidays are to be fixed with strict regard to local conditions and the occupations, agricultural or industrial, of the community.

In a perfect world, we grant it, children would flock into the school as gladly as to a puppet-show. But, on the other hand, in a perfect world, the teacher would not be expected to instruct for long hours classes of fifty or a hundred children, and to spend his leisure in expatiating to their parents on the benefits of education. The attendance question, for example, in the East-end of London presents difficulties which, if M. Leygues studied them, would make him very tender even to the teacher of small attractive power. But, perhaps, they manage these things better in France, and dullness never comes there from wretched surroundings or overwork.

If we turn from the French primary to the French secondary schools, we notice a satisfactory increase in the attendance, and, since these are not filled by constraint, we trust that the teachers are duly credited with making the schools lovable. Probably, however, they are only told that parents are now awakening to the value of education as a commercial investment. To whomsoever the growth is due, it is real. When the schools opened last October the new register showed a gain, as compared with the previous year, of 1,607 girls and 2,958 boys, progress being most marked in the district of Paris.

As in America and in England, so in France there is a movement in favour of spelling reform. The nature of the changes proposed will be illustrated if we set them out in the words of their supporters:—“(1) Supprimer toute lettre ne concourant ni à produire un son ni à former les dérivés du mot dans lequel elle est employée, à moins qu'elle ne serve à déterminer le genre et le nombre ou à éviter l'homographie; (2) Remplacer par des lettres vraiment étymologiques celles qui, à tort, sont considérées comme telles.” Hopefully the reformers point to “la circulaire de tolérances orthographiques et de syntaxe édictée par M. Leygues, avec l'approbation de l'Académie”; and, indeed, now that the spirit of indulgence has entered into the Academy, it is not improbable that further concessions to human weakness will receive its sanction. As a consequence, we assume, of the new-born sympathy between France and Russia, the Pedagogical Society of Moscow has been discussing a simplification of Russian orthography, prepared, for its part, to surrender three or four letters of the Russian alphabet and to abolish various diacritical signs. In this way are alliances cemented by pedagogues—to the profit, let us hope, of the world at large.

M. LEYGUES' LAST MINUTE.

The reform of modern language teaching in the *lycées* and *collèges* and State schools in France is now actively engaging the attention of the Minister of Education; and, impressed by poverty of results in relation to the “zeal and knowledge” of the masters, he has written at length to the rectors on the subject. His letter is a brief for what is described as *la méthode directe*. This includes “little syntax and still less philology”; it gives chief importance to oral exercises, conversation, stories, the explanation of modern authors and ordinary texts, and thus enables the pupil to acquire a large vocabulary while training him in pronunciation and the rapid construction of sentences. A paper of detailed instructions is added for the use of masters, and conversation, we learn, is to become a feature of the examination at the end of the present scholastic year. Only simple grammars—those unencumbered with long lists of rules and exceptions—are to be used as class-books; and it is suggested that for languages pupils should, when possible, be grouped, not according to age and form, but according to ability and knowledge. Again, in the interest of the future *commerçant*, as well as the future *savant*, modern languages should not be considered means of culture or mental gymnastics, nor should they be taught in the same way as the classics, for the programme of higher education is not to be encroached on by turning into literature classes lessons primarily meant to serve the practical needs of life. “At present,” says the Minister, “our good pupils do exercises and translations well, but few among them could undertake correspondence without effort, or hold a sustained conversation—a truism painfully realized by those who take to heart the struggles associated with office life in the great commercial centres of England no less than France.”

If there is nothing new in the circular, it is of some interest to know that the French Education Department sets the seal of authority to methods recognized as practically valuable by all, and made effective by some few modern language teachers on both sides of the Channel. The application of these methods to large classes is another matter, and the examinations at the end of the summer term will probably be fruitful in instructive information bearing on the reforms.

The Ecole Secondaire Libre de L'Ile de France at Liancourt, Oise, was opened on October 7, under the direction of M. Pluzanski, assisted by Mr. Arthur Scott and Mr. Hawkins. The building is a *château*

belonging to the Duc de Larochehoucauld, and the grounds cover 200 hectares (nearly 500 acres), over which the pupils have the run. The actual class hours will be the same as in the *lycées*, but time for games and physical exercise will be gained by cutting down the hours of preparation. All pupils will learn English and German colloquially; all masters will teach, and there will be no *pions*. The terms range from £80 to £100, according to age. In the time-table modern languages, including French, take the lion's share. Greek is taught only in three forms out of the ten, and has respectively three, two, and two lessons a week. History has only one hour a week.

UNITED STATES.

The formation of character is now properly recognized as the chief object of education. Our “new-style” pedagogues chant everywhere their version of the Northern Farmer's lay—

“What's a' learning?—the flower as blaws.

But character, character sticks, an' character, character graws.”

Whilst the importance attached to the ethical aspect of education is, as we have said, legitimate, the supposed antithesis between learning and character has led many teachers astray. The story is told—we do not guarantee it—of a famous school that developed character to such an extent that it could no longer fill even its close exhibitions. The error, if committed, was in failing to see that “good learning” is an instrument by which character may be shaped, and, to be quite blunt, it is the special (not the only) instrument that the schoolmaster is paid by the parent to employ. Again, of all branches of learning literature and history are the two most fit for the hand of the character-shaper. But hear this as wisely set forth by a writer in the *American School Review*:—“Character is the resultant of two forces—heredity, which is beyond our control, and environment, which may be modified by human forethought. In the latter lies the possibility of an ethical education. Environment consists of natural surroundings and human associations, both exerting a powerful pressure on character. Of human associations the family is the most influential; but its partial decay has thrown the proper function of the family upon the school; hence the demand for an education having primary reference to character. Such education may be obtained, in a measure, from all subjects, but most readily and effectively from literature and history. This explains their sudden and unprecedented prominence in the schools and in educational discussions. Literature is the most efficient in developing the consciousness and training the character of the individual as such; but, for this very reason, its tendency is subjective and cosmopolitan rather than objective and national. The tendency of history, on the other hand, is in precisely the opposite direction; so that literature and history constitute, in this respect, the educational complements of each other. The content of history, as of literature, is ethical: through it the individual enters into the experience, the ethical heritage, of his race. But, unlike literature, the ideals embodied are objective, and the inspiration is drawn from deeds, not words. History, moreover, is distinctively social—its function is the development of character with reference to life in organized society. It is the foundation of patriotism and good citizenship; it diffuses the ideals which unite the people into one nation; it leads to an understanding of the present organization of society; it gives a clear and sane outlook upon the future, combining conservatism and progress; it causes the individual to feel himself a part of a larger social whole, an instrument of a Higher Power.”

If we write and quote thus, no one will suspect us of disparaging such modern disciplines as manual training, that strong appeal to the practical sense of the Anglo-Saxon race, and Nature-study, with its new and exquisitely elaborated methods. But there is always a danger that what is old and good should be thrust aside by what is fresh. It is not inopportune just now to say that, for character, the story of Leonidas is as formative as a hand-saw or an adze; and that moral and religious lessons can be got from Aeschylus and Milton as well as from the contemplation of bees and flowers.

Columbia University has been distinguishing itself in several ways. First, it has offered to grant free tuition to five young Filipinos recommended by the Government. Secondly, it has given to New York an honest mayor in its esteemed President, Dr. Seth Low, who, in accepting nomination for the office, made education a plank in his platform. The paramount necessity of Greater New York, he said, was that the children of the people should have good schools, and that the teachers of these children should be held in honour. His probable successor in the University, we learn, is Dr. Nicholas Murray Butler, Professor of Philosophy and Education, whose elevation would gratify a host of friends in England.

INDIA.

Ever pleased to record progress in the work of raising the women of India, we extract from the report on the Maharani's Girls' College, Mysore, a paragraph on the education of widows:—“One of the special features of our college is the practical interest shown in helping the unhappy class of Hindu widows, whether children or adults. In

addition to twenty-four widowed girls and women now studying here (fifteen of whom receive scholarships from the Devaraj Bahadur Charity Fund), fourteen have been previously helped through the school, besides seven outsiders, making forty-five in all. The widows in the school are found throughout our classes—from the First Arts down to the infant department. There is no portion of our work which appeals more strongly to our compassion, and is at the same time more hopeful, than this education of widows. These widowed students are not so hampered by family cares or esurient relatives as the others; they have no temptations to discontinue their studies, and they will, we hope, be shining examples of what education and sympathy can do for the once neglected Hindu widow."

As the result of a recent tour through the schools and colleges of India, Dr. S. V. Ramaswamy Iyengar, Government oculist, obtained strong evidence that the eyesight of children deteriorates during the school period. We are not surprised to learn that the conditions under which they work are the cause of the evil. He writes: "Even in the capital of India and in Bangalore I found there were schools which are quite unfit for their purpose. The rooms were so dark, dingy, and cold that I had to conduct my examinations at or near the entrance on the verandah. When I entered some of the rooms they were so dark that it took me some seconds before I could recognize faces. Very few of the rooms in them had light falling on the desks and benches from the left side, and in many of them there were cross-shadows. From the standpoint of the ophthalmologist the ideal school-room is lighted only from the left side or the left and the rear of the pupils. In every properly constructed school-house lighting from opposite sides should be avoided under all ordinary circumstances, since it occasions cross-lights and perverse shadows. The uncouth and irregular postures of the pupils in the classes are occasioned in large part by the struggle to avoid the shadow of the hand, which falls directly at the point of observation. The uncouth postures assumed by boys should be discouraged, since constant stooping forward of the head, as is generally the case with tired-out boys, is the most effective factor in the increase of myopia. The extra hours occupied at home in preparation of school work should be dispensed with, at least in the case of children who are below ten. Parents should see that their children are provided with good lamps, that these are placed at a comfortable distance on the left side, and that they do not go on studying more than two or three hours at a stretch at the most; that the work, be it at books, needle, drawing, or the piano, is done in good sufficient light."

At the educational conference held at Simla in the early part of September, the Viceroy delivered a statesmanlike address, calculated to raise the question of Indian education to a higher plane than that on which it has lately moved. Our space will not allow us to analyze the speech; and we must be content to make a single extract:—"I am one who thinks [said his Excellency] that the Government has not fulfilled its pledges in respect of the elementary education of the people in their own tongues. This has been a mistake for two principal reasons. In the first place vernaculars are the living languages of this great continent. English is the vehicle of learning and of advancement to a small and minor degree; but for the vast bulk it is a foreign tongue, which they do not speak and rarely hear. The second reason is even wider in application. What is the greatest danger in India, and what is a source of suspicion and of superstitious outbreaks, and crime, yes, and also of much of the agrarian discontent and suffering among the masses, is ignorance, and the only antidote to ignorance is knowledge. In proportion as we teach the masses, so we shall make their lot happier; and, in proportion as they are happier, so they will become more useful members of the body politic."

SOUTH AFRICA.

The energetic Superintendent-General of Education for Cape Colony cherishes the kindergarten most assiduously. An exhibition of drawing, painting, needlework, and woodwork is held in Cape Town at the beginning of each year in connexion with the December examinations. Next year it is proposed, says the *Education Gazette*, to extend the scope of the exhibition by including kindergarten work done by children and by kindergarten students and teachers. The articles shown will illustrate toy-making, straw-plaiting, cane-weaving, ball-and-rug-making, and the more familiar branches of kindergarten work. A special feature of the exhibition will be a number of finished objects such as flower-pot stands, small screens and picture-frames, showing the uses to which kindergarten work may be put. The bulk of the work will be selected from that done in the Cape Division schools and by the students of the central classes at the Training Institute. The interest and value of the exhibition, however, would be increased if it included also specimens of work done in other parts of the colony, and, we may add, in the adjacent colonies.

The Pretoria correspondent of the *Times*, under date November 20, gives a full and able account of education in the new colonies, from which we extract the following:—"The number of children under instruction is little, if at all, short of what it was under the late Transvaal Government. In the Orange River Colony there are 8,000 pupils in Government schools. In the concentration camps there are 7,100 on

the registers, a little over 50 per cent. To this we must add five free schools and two fee-paying Government schools in Pretoria, with 853 and 320 pupils respectively, and schools at various other centres—Barberton, Middelburg, &c. The teachers hitherto have been mainly Dutch, and the first consignment of Mr. Sadler's hundred teachers was being eagerly expected. Mr. E. B. Sargent's scheme for the future is to divide the two colonies into provinces, each with a "provincial" school in the most important town. In these schools provision for secondary education and for training pupil-teachers will be made. At the head of these Mr. Sargent intends to put only men with good degrees, and the liberal salaries offered, £500 a year and a house, with £250 a year for an assistant, who may be the head master's wife, is certain to attract as large a field of applicants as presented themselves for the elementary posts. For the rural districts Mr. Sargent proposes to provide peripatetic teachers, who will make their weekly rounds from farm to farm, travelling in apostolic pairs, but conveyed in Cape carts. All secular teaching will be in English, but religious instruction may still be given in Dutch.

GREECE.

A learned society, desiring to render the Gospels intelligible to the uneducated part of the Athenian people, proposed to translate them into the Athenian dialect. The project was condemned by the students of the University of Athens as an offence against the traditions of the Greeks and as a blow at Panhellenism; the dialect, moreover, they thought was not worthy of the book, and would gain for it only a small accession of readers. Upon this grievance they fell to brawling, and several persons were killed or wounded, a shot being fired even at the President of the Ministry. But for these lamentable features the riot that sprang from the Gospels might have been dismissed with ridicule. It was not, we believe, in connexion with the incident that Prof. Zangojannis published in a German journal the sharp criticism of Greek Universities for which he has been dismissed by the Government.

JOTTINGS.

THE REV. A. W. UPCOTT, Head Master of the Clergy Orphan School, Canterbury, has been elected to the Head Mastership of Christ's Hospital School, vacant by the retirement of the Rev. J. Lee. There were thirty-two candidates for the post, among whom were the two ex-Head Masters of Lancing College, Dr. Mackenzie and Dr. Ambrose Wilson, the Head Masters of Leamington College and King's College School, London, and the Rev. C. Wood (Marlborough). The last of these withdrew, and the final choice lay between the Rev. A. W. Upcott and the Rev. C. Bourne. By a considerable majority youth carried the day. Mr. Upcott was educated at Sherborne School and Exeter College, Oxford. He took a First Class in Moderations and a Second in Greats. Before his appointment to Canterbury he was Head Master of St. Mark's School, Windsor. His brother is a master in Marlborough College, the editor of the "*Laocoon*," and well known as a student of Greek art.

THE strong deputation introduced by Sir F. S. Powell, M.P., which waited on the Chancellor of the Exchequer to plead the claims of University colleges to an increased Treasury grant, received but small encouragement from Sir M. Hicks-Beach. The Chancellor repudiated any obligation on the part of the State for University education in England, and pronounced the original grant of 1889-90 a purely temporary measure intended to stimulate local effort. All he could undertake was, if possible, to see that colleges now in receipt of grants should not suffer from the admission of new colleges (Reading and Exeter) to share the benefit.

THE Incorporated Association of Head Masters has addressed a letter to the Secretary of the Board of Education requesting him to receive a deputation on the subject of the tenure of masterships in endowed schools. The letter points out that the new conditions of many of their schools in relation to the Local Authorities call for modification in their schemes, and that there is a *prima facie* case for referring the question of tenure to the Consultative Committee.

AT the Oxford High School for Girls, Miss Haig-Brown, a daughter of the Master of the Charterhouse, has succeeded as Head Mistress Miss Leahy, who resigned on grounds of health. Miss Leahy has since been appointed to the Head Mistressship of the Croydon High School, in succession to Miss Neligan.

WE have received from the Hon. Secretary of Head Masters of Higher-Grade Schools a pamphlet in answer to a pamphlet of Dr. R. P. Scott, with which we have not been favoured. Passing by all personal matters of dispute, we may venture even on an *ex parte* state-

ment to pronounce that Mr. Dyche establishes one point. The Higher Elementary Minute does not agree with the Joint Memorandum of the I.A.H.M. and the A.H.M.H.G.S. The difference in age is a vital difference.

"THE law of gravity is that things with any weight never fall upwards, but always downwards towards the centre of the earth, where there is an imaginary magnet which attracts things."—This is the actual answer given by a schoolgirl of fifteen. The jumble is delightful.

THE South-Western Polytechnic, Manresa Road, Chelsea, will again be the home of the excellent Conferences of Science Teachers that the London County Council has now for some years conducted. The dates are January 9 and 10. Application for tickets should be made to Dr. Kimmins, Park Lodge, Harrow-on-the-Hill, or to Mr. C. A. Buckmaster, 16 Heathfield Road, Mill Hill Park, W.

FOR the seat on the Senate of the University of London, rendered vacant by the resignation of Dr. J. D. McClure, Mr. Easterbrook, of Owen's School, Islington, has consented to become a candidate. Mr. Easterbrook is a strong man, with a genius for organization, and should prove useful as a member of the Senate; for learned bodies, as a rule, are not over well supplied with practical business qualities. As an official member of the Head Masters' Association, and as sitting on the London Technical Education Board, Mr. Easterbrook has had experience in practical politics.

WE hear that great economy is being practised and preached by His Majesty's Stationery Department. It is to be hoped that this reform will not lead to the introduction of bad ink. The American Declaration of Independence is said to be quite unreadable owing to the fading of the ink.

It is stated that no change will be made in the dress of the Christ's Hospital boys. The Duke of Cambridge, President of the Hospital, is said to be in favour of retaining the distinctive costume. A *flavicusculatus* on the Sussex Downs will be as strange a sight as a Sussex yokel in Newgate Street.

THE HEAD MASTERSHIP of Leeds Grammar School is now vacant, as the Rev. J. H. Dudley Matthews has accepted the living of Purley, in Berkshire, together with a substantial pension from his governing body.

FOR some years past we have heard of the decline in the popularity of German as a school subject, and, so far as our experience goes, the lament is a true one; but a recent number of the *Publishers' Circular* states for our encouragement that there is a great and growing demand for German school-books.

THE SCHOOL BOARD of Christiania has adopted the far-sighted policy of sending four of its teachers to study educational methods in other countries.

THE Council of Owens College, Manchester, is to promote a private Bill for its relief from rates. At present the annual rates are about £1,200. It is stated that no opposition will be offered by the rating authorities.

THE DUKE OF DEVONSHIRE has written to set the minds of non-local schools at rest. No school, says the Duke, will be compelled to bow to the Local Authority unless it chooses.

MR. SMITH, the Head Master of Alleyn's School, Dulwich, has resigned. Our readers will remember the famous quarrel two or three years ago between the Head Master and the dismissed members of his staff.

AT a meeting of the Worcestershire Association of Managers and Teachers of Church Schools, an important rider to Resolution 3, "that the appointment and dismissal of teachers be left in the hands of the present committee of management," was moved and carried, "with the understanding that in case of dismissal teachers shall have the right of appeal to the Board of Education."

A SCHOOLGIRLS' TRIPLET.—A parable: "A heavenly story with no earthly meaning." "Teacher told us that Mr. Bocker said those who have lots of wives and little boys give hosts to fortune, but I don't know what this means."—(G.H., in *Spectator*.) Teacher: "Why did Moses take off his shoes?" Small girl (just back from the seaside): "To paddle."

At the Cambridge Local Examinations held last month, at 269 centres, there were 16,684 candidates, an excess of 440 over the entry in any previous year. The entries are distributed thus: Seniors, 2,346; Juniors, 8,642; Preliminary, 5,696. Of the candidates, 10,237 were boys and 6,447 girls.

THE most important alteration in the syllabus is the introduction of an oral examination in French and German for Senior candidates. At present this test is optional; and the marks obtained in the spoken examination will not be taken into account in determining the position of students in the general class list. The examination included (1) reading aloud; (2) dictation; (3) conversation on topics taken from portions of the set books. We heartily welcome as a first instalment this reform, which has for years been advocated by the Modern Language Association.

LORD SALISBURY's solid silver challenge shield, for the Shorthand Championship of all boys' schools in East Kent, has again been won by Dover College, with the Oxford Shorthand. The examination was purely practical, the dictation going up to a hundred and twenty words a minute, and the marking being wholly on the transcript. The winning boy—J. L. Eden, eldest son of the Vicar of Knighton, Leicester—is sixteen, and began the study in February, 1899. His father was at Eton with Lord Salisbury.

MR. L. H. LEADLEY, B.A., B.Sc., senior science master of the Congregational Schools, Caterham, has been appointed Head Master of the County Day School, Wolverton Institute. There were ninety-one applicants for the post.

THE Coronation being a subject which ought to inspire the mind of every British writer of verse, *Good Words* is endeavouring to tempt the poets of the Empire to show the quality at once of their genius and their loyalty by offering £75 in cash prizes (the first prize being £50) for the best Coronation Odes.

THE GUILD OF ST. EDMUND.—"To provide opportunities for social intercourse among those who are interested in the work of the London Board schools; to promote a better knowledge among clergy and others of the work done in Board schools," are the objects that the Guild of St. Edmund has set itself to further during nearly ten years of existence, and its report amply justifies the ideal of its founder, the Rev. G. R. Hogg—chairman of the Hugh Myddelton Group. The numerous lectures, *soirées*, and entertainments organized by the Guild in all parts of London bear testimony to the efficient way in which it has fulfilled its mission, and it has been fortunate in enlisting the services of many distinguished patrons, both clerical and lay—including several bishops—to forward its work, which has done much to cheer and enliven the monotonous lives of Board-school teachers. The report of the Guild shows an average increase of a hundred and fifty members per annum, and, besides the London divisions in connexion with the chief Board-school centres, a flourishing branch has been established at Reading, so that further provincial developments may be hoped for. All particulars of the Guild of St. Edmund and its work may be obtained from the Secretary, at the Office of the Guild, 3 Great James Street, Bedford Row, W.C.

THE *Glasgow Herald*, in a kindly notice of the *Journal*, corrects an obvious misprint—"Pathology" for "Patrology." By a strange irony our critic, in correcting one error, imports another, and changes "Migne's" to "Migue's."

AT Marburg, in Hesse, a course of lectures in German Language and Literature has been arranged, lasting from December 30 to January 18.

AT a meeting of the Governors of Victoria University, Miss Helen M. Stephen was appointed a representative Board Governor. She is the first and only lady upon the Governing Body.

MRS. STANFORD, the widow of the founder of Stanford University, has just transferred to the University property valued at £6,000,000. Half the amount is in money, and half in land—an estate of over a million acres.

A NEW monthly botanical journal, called the *New Phytologist*, will appear on January 15. It will be managed and edited by Mr. A. G. Tansley, the Assistant Professor of Botany at University College, London. Its chief aim is to provide a ready means of communication and discussion among British botanists both on theoretical and on practical topics connected with the science of botany.

THE yearly obituary of the *Observer* occupies four and a half closely
(Continued on page 30.)

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printed columns, and descends to golfers and secretaries of cricket clubs. Education is not thought worthy of a separate heading, and the few teachers included must be looked for under "Clergy of all denominations." *Hazell* is more generous, and gives seven "schoolmen" under "Literary and Scholastic," besides those lumped under "Clergy and Ministers."

THE most attractive feature in *Hazell's Annual* for 1902 will, to some of our readers, be the offer of £55 in prizes for suggestions. We offer, with diffidence, one or two in our own department. Training of teachers is now a sufficiently prominent subject to deserve a short article. We find no mention of the Modern Language Association. A list of the chief newspapers and journals, with addresses, is very useful for reference. The list of educational books published during the past year is very defective. We miss, for instance, Murray's "National Education," Laurie's "Training of Teachers," Coulton's "Public Schools and Public Needs"; indeed, the pedagogic side is almost ignored.

THE RIGHT HON. JAMES BRYCE, M.P., has promised to give an address at the annual meeting of the Geographical Association, which will be held in London, on Wednesday, January 15, at 3.30 p.m. For further information, see daily papers. All who are interested in the teaching of geography are invited.

MR. T. E. PAGE, of Charterhouse, writes to the *Times*, accounting for the academic character of the Head Masters' Conference (he uses much stronger epithets) by the fact that it is mainly composed of clerics, and, consequently, as he demonstrates arithmetically, not of the best men. The published list shows that of the Head Masters who attended the Cambridge meeting fifty-two were clerics and only twelve laymen.

WE are glad to see that Mr. P. A. Barnett's "Common Sense in Education" has passed into a third edition. In the new preface there is a shrewd hit at Prof. Armstrong and his Kensingtonians, "for, although under the name 'heuristic,' equally barbarous in Greek, German, and English, it [the method of discovery] is sometimes proclaimed as a New Method, and, as such, is at last entering, not without noise, into the school teaching of the positive sciences, teachers have always used it, in different materials, from Orbilius to Prof. Mikall."

BOOKS OF THE MONTH.

Classics.

- Horae Latinae; Studies in Synonyms and Syntax. By Robert Ogilvie. Longmans, 12s. 6d.
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- The King's Weigh House Lectures to Business Men. With Introduction by M. E. Sadler. Macmillan, 2s. 6d.
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 Commercial Geography of Foreign Nations. By F. C. Boon. Methuen, 2s.

Divinity.

- The Churchman's Introduction to the Old Testament. By Angus M. Mackay. Methuen, 6s.
 The Agapé and the Eucharist. By J. F. Keating. Methuen, 3s. 6d.
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CALENDAR FOR JANUARY.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

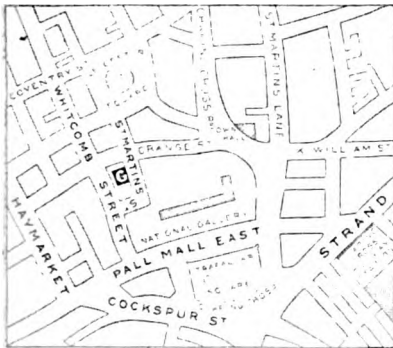
- 6.—University College, London. Slade School begins.
- 7-10.—College of Preceptors. Examination of Teachers for Diplomas.
- 9, 10.—London County Council Technical Education Board. Conference of Science Teachers at South-Western Polytechnic, Manresa Road, Chelsea. Admission free. Apply to C. A. Buckmaster, 16 Heathfield Road, Mill Hill Park, W.
- 9, 10.—Annual Meeting of Incorporated Association of Head Masters, Guildhall, 10 a.m.
- 10.—British Child-Study Association, London Branch. Lecture by Mr. Holman, H.M.I., in Ruskin Room, Sesame Club.
- 11.—General Meeting of Assistant Masters' Association, St Paul's School, at 11 a.m. (see page 32).

(Continued on page 32.)

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- 13, 14.—Teachers' Guild Conference at College of Preceptors' Hall, Bloomsbury Square. Conference is open to all members of the Guild and also to members of the College of Preceptors.
- 15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
- 18.—Conference of the Froebel Society and the Sloyd Association, at Essex Hall, Essex Street, Strand, 11 a.m.
- 18.—King's College, London. Lectures to Teachers, at 11 a.m. "History and Theory of German Education, Elementary, Secondary, and University."
- 21.—Southwark Educational Council. Meeting at the Polytechnic Institute, Borough Road, at 7.45 p.m. Subject, "Folk Song," by Mrs. Kate Lee.
- 23.—Post School News, items for this Calendar, &c., and Advertisements for the February issue of *The Journal of Education*.
- 25.—King's College, London. Lectures to Teachers, at 10 a.m., "The Teaching of Mathematics," by Prof. Hudson. At 11.30 a.m., "Educational Writings of Port Royal," by Mr. Adamson.
- 25.—Half-yearly Meeting of Members of College of Preceptors, 3 p.m.
- 27 (noon).—Latest time for receiving urgent prepaid school and teachers' advertisements for the February issue of *The Journal of Education*.
- 31.—Association of Technical Institutions. Annual Meeting at the Skinners' Hall, London, the Right Hon. Sir William Hart-Dyke, M.P., in the Chair. Address by the President-elect, Lord Avebury.

The February issue of *The Journal of Education* will be published on Friday, January 31, 1902.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

It is the misfortune of the Association that it is ever in constant danger of losing the services of its most able and ardent workers through their promotion to posts compulsorily terminating their qualification for membership. The most serious loss possible at the present juncture, from an occurrence of this nature, has been sustained by Mr. W. H. D. Rouse's acceptance of the Head Mastership of the Perse Grammar School, Cambridge.

It would be impossible to speak too highly of the manner in which Mr. Rouse has discharged his manifold duties as Honorary Secretary since he succeeded Mr. Swinstead early in 1899. No doubt there will be very much to be said on this point at the January meetings of the A.M.A., and it will, therefore, be sufficient to here bear testimony to the debt of gratitude which all those truly interested in the future of secondary education must owe to the man who, by his conspicuous ability, surprising energy, and exceptional capacity for co-operating with fellow-workers, has done so much to brighten a prospect at one time far from promising.

The A.M.A. has, however, in the past been fortunate enough to find that the occasion always produces the man. The loss of Mr. Montgomery's services brought Mr. Swinstead to the front, and the latter's retirement brought Mr. Rouse, who now leaves us. The success of the Association may be largely attributed to the good fortune which has hitherto presided over its election to the secretarial office, and we see no room to suppose that the judgment of the Council has deteriorated, or that there are now less able or less ardent workers than formerly to carry on the high traditions which Mr. Rouse and his predecessors have so successfully established.

Turning to the General Meeting at St. Paul's School on the 11th ult., we find the morning programme devoted to matters trenching on the political work of the Association, while that of the afternoon is to deal with topics of purely educational interest. The official resolutions to be moved in the morning deal in the main with the forthcoming Education Bill, and have been entrusted to Messrs. Bridge, McKinlay, and Page, and Dr. Macaulay. For the afternoon Mr. Arthur Sidgwick has been kind enough to promise a paper on "Greek Educational Ideals," Mr. Atkinson will advocate the adoption of the Roman pronunciation of Latin, and Messrs. Longson and Humberstone will open a discussion on resident masterships.

The day will open with a short service and sermon, in accordance with last year's precedent, and we are hoping to beat all records with the success of our meeting. In the meantime advertisements are appearing for a paid Secretary, and it will be the earnest wish of all that the appointment may be a happy one.

In conclusion, we have to congratulate the I.A.A.M. on a year of unusually energetic work, and to look forward with every confidence to at least equal success in 1902.

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NOTES ON EDUCATION IN 1901.

By "AN OLD FOGGY."

IN offering some observations on the educational topics of the year, I feel like the visitor from Mars introduced by Canon Lyttelton to the Teachers' Guild. I remark an immense amount of movement and very little order. The movement has been chiefly of the tongue; the tendencies towards order scarcely perceptible. Perhaps, if I did not inhabit one of the "backwaters of most extraordinary quiet," I might have more sympathy with contradictory conferences and reiterated resolutions. I might become a demagogue in educational politics; an agitator for higher wages and old-age pensions. I might even aspire to be co-opted as an "expert" on a Local Authority. But I may say, with the Emperor: "You would never undertake to persuade me to that had you but seen the goodly ranks of trees which myself have planted in mine orchard." And when I part with them, as periodically I must, it is with the knowledge that each will bear, according to its kind, the best of fruit. Therefore I read Canon Lyttelton's wise words to teachers with satisfaction. "Work for deep and practical movements rather than for noisy or showy ones; endeavour to hold, in the middle of great confusion and noise, the peaceful attitude of wisdom."

THE Teachers' Guild, to which these words were addressed, was only one of the many associations which met in the early part of the year to discuss the old, old questions in the old familiar way. The Incorporated Head Masters adopted a series of resolutions to ameliorate the distressful lot of the assistants, who, as one of them told his colleagues, are the "outlanders of the profession." Head masters, he said, retired to bishoprics, deaneries, or fat livings; but the assistants, "like post-boys and donkeys, merely disappeared." In this connexion, I observe, Dr. Gow, a prophet among the Incorporated, alluded to the supply of men teachers as rapidly diminishing both in quantity and quality. The demand would soon outstrip the supply. But salaries inadequate for men would be gladly accepted by women. He prophesied, therefore, the employment of women in grammar schools. We are surrounded by disintegrating forces. South Kensington, with a plausible passport known as Clause LXXIII., knocks at the door; County Councils, with scholarship ladders and unwholesome capitation grants, assail our walls, and now, if

Dr. Gow is a good prophet, our schools are to be reduced to asylums for the refuge of women who ought to have nurseries of their own.

THE warning uttered by one of the chairmen at a conference of science teachers against the growing tendency to "peptonize" education requires to be emphasized. Many of the ingenious contrivances to render the acquisition of information palatable, and strenuous effort unnecessary, are akin to the schemes of the "Projectors" of Laputa. Much the same may be said of the new methods and "short-circuit" systems. It is about as useful a project to endeavour to extract sunbeams out of cucumbers as to expect little boys and girls to do their science work in the spirit of great and original master-minds. "Children," it has been written, "must be rendered reasonable, but not reasoners. The first thing to teach them is that it is reasonable for them to obey and unreasonable for them to dispute." We don't want old heads on young shoulders. And, for the rest, our "projectors" may be reminded of Ben Jonson's words: "There is no doctrine will do good where Nature is wanting. Some wits are swelling and high, others low and still; some hot and fiery, others cold and dull. One must have a bridle, the other a spur."

To most associations applies Lord Beaconsfield's definition of a deputation—"noun, signifying many, but not much"—but there are exceptions. One of these, I am bound to think, is that which concerns itself with modern language. Dr. Macgowan said at the Conference: "There are many concurrent reasons for the present low level of modern languages in schools. They hold a subordinate position in school timetables, being bracketed with book-keeping and shorthand." As Mr. Gosse has recently pointed out, this neglect of modern foreign languages has a significance, and a result, apart altogether from considerations of utility. It fosters the spirit of Anglo-Saxon self-sufficiency, of objectionable swagger. "It is not necessary to ask an intelligent inhabitant of Norway or Portugal what is the value to him of being able to read German. It is not needful to ask a Russian or a German why he is careful to read French." The reason is mainly an intellectual one. But England is isolated, both as regards literature and contemporary thought. Mr. Gosse remarks: "Somebody said in the eighteenth century that when Europe looked through the intellectual telescope she invariably turned it upon England. At the beginning of the twentieth century that telescope is never—except by certain Frenchmen—turned upon England at all."

INVESTMENTS in the business of education during 1900-1, I observe, amounted to £9,504,429. This is a considerable speculative undertaking, the control of which is sufficient to engage the persistent efforts of a strong and united board of directors. But, if those who ought to know bear true witness, the Board is only another name for a number of gentlemen at loggerheads, whose differences are the only signs of life in an establishment afflicted with the disease of chronic inertia. There is one of the directors, like Mr. Jorkins, "a mild man of a heavy temperament, whose place in the business" appears to be "to keep himself in the background." Another, a voluble and irresponsible Spenslow, is animated by the liveliest of good intentions. But what can we do? Mr. Jorkins is obdurate. There is also an official who seems to be not quite as stimulating as Mr. Micawber might have been had that good-natured philosopher taken the momentous "Leap," and "a certainty," suited to a person of his peculiar temperament, had turned up. For the rest, "there are men who sit still, with the fly-blown phylacteries bound round their obsolete policy . . . mumbling their incantations." I am disposed to think a new Board is quite as important as a new Bill.

To those who, like myself, realize the danger of hasty legislation, there is reason for satisfaction in the determination of the Government not to proceed with Education Bill No. 1. Secondary schools may be, as experts assure us, in a deplorable condition—our commerce going to the dogs for the lack of elementary classes in office routine and a knowledge of the language of our rivals; our industries may be doomed owing to the neglect of scientific research—but I beg leave to doubt it. As Mr. Balfour said at New Cross the other day,

to hear some people talk you really would suppose that every successful and prosperous manufacture started by any other nation but our own was a kind of robbery committed on British trade. Supposing, however, the supremacy upon which we have prided ourselves is threatened. What then? The machinery of education may be quadrupled; schools inspected, delimited, co-ordinated; teachers registered after the "triple test," and seated on governing bodies and local Boards; the reluctant scholar placed in the attitude of a discoverer, and his mental digestion supplied with instruction adequately peptonized. All these things may be ours; but, unless there be a national quickening of intellectual life, a disposition to make sacrifices, and a revival of faith, all our mechanical and external devices will not prevail to save us.

As far as I have had the opportunity of observing it, the indiscriminate supply of primary education in this country has no intelligible impulse or ideal. We have sold our birthright for a mess of facts. The measure of success is the variegated character of the time-table and the superficial precocity of the infant. It does not apparently matter who is taught, or what, provided the schoolmaster gets what he wants, the prescribed forms be filled in, and the Duke of Devonshire is not bothered. As the late Lord Armstrong said some years ago, the system has the radical defect of aiming at instruction in knowledge rather than the training of faculties. "A man's success in life depends incomparably more upon his capacities for useful action than upon his acquirements in knowledge." You can take a boy from the primary school to the University, but you can't make him think.

A WRITER of some discernment in the early part of last century divided opinion concerning the "education of the poor" into four classes. There were those, he said, opposed to all and every description of education; those who thought the lower classes should be taught reading and writing and arithmetic; others who would push instruction without any discrimination to the utmost bound; others, again, who, although they would cultivate the intellect to a very considerable extent, would render the education applicable to the actual position of the individual in society. Looking backward through the century, these ideas, it seems, have successively held the field, and the last is just beginning to assert itself. During the past twenty years we have witnessed efforts to push primary instruction without any discrimination. I am far from believing with the Lilliputians that the education of those who till and cultivate the earth is of little consequence to the public; but you cannot transform a fool into a philosopher, nor does my neighbour train a draught horse for a steeplechase. Boys and girls are as different as plants in a garden. They all need food, fresh air, and sunshine; and all, perhaps, are better for pruning. But only a few pay for particular cultivation. You can improve the growth of a cabbage, but you cannot change a cabbage into a cauliflower.

I HAVE read in the *Fortnightly Review* an article discussing the Education Bill of next Session. With some of the writer's views and conclusions I find myself disposed to sympathize. I do not, however, agree that the condition of elementary schools is the most pressing of the educational problems of the hour. It is a pleasant fancy to regard the educational system of the country as analogous to a great building with one wide entrance; to imagine the children of the nation starting on the basement and gradually ascending floor by floor as high as their means or ability will take them; to imagine broad stairs and convenient lifts from the kindergarten to the University. But, alluring as the fancy is, the reality remains something different. Our educational system may, in time, represent one great structure. But it will be a building with more than one entrance and with the means of intercommunication in the upper stories. To say "you cannot have effective higher education until your primary schools are placed on a satisfactory footing" is equivalent to suggesting that, unless there is efficient machinery for training the Militia, you cannot supply effective training for officers.

To talk as though children of the class who usually attend elementary schools are the constituency which supplies the

brain power and directing capacity of the nation is a misconception of the facts. The Board of Education estimate the number of children under fifteen to be 9,524,943. Of this total, the estimated number of the class who usually frequent elementary schools is 8,164,237. This leaves 1,360,706 who do not resort to the primary school; who may be said to consist largely of the class from which the captains of industry and commerce are recruited, and for whom, therefore, it is of national importance for efficient educational opportunities to be afforded. The disease which, in the opinion of the writer in the *Fortnightly Review*, afflicts the primary-school system is lack of money. In Board schools, he says, the expenditure is £2. 17s. 8d. per scholar; in voluntary schools £2. 6s. 5d. "The Education Bill of 1902 will entirely fail, unless it tackles resolutely this starving of the so-called voluntary schools. These are largely staffed by juvenile and unqualified adult teachers. Their classes are often criminally unwieldy; their apparatus is usually stunted and obsolete; their premises are not infrequently ancient and unsuitable."

THE difference in cost per scholar, it is worth noticing, between voluntary and Board schools is almost entirely due to expenditure on salaries. But if the number of departments be taken in which separate head teachers are employed, it will be found that the average for voluntary schools is something over a hundred, while Board schools are two hundred. Put in another way, with approximately the same number of scholars, the estimated population under School Boards is over twenty million; that under voluntary management under nine million. I do not desire to be understood to disagree with any reasonable proposal for increasing efficiency in primary schools by additional expenditure; but I am of opinion that, if this branch of education is less effective than it ought to be, it is not for the reason favoured by Dr. Macnamara. If, as he avers, we "sacrifice upon the altar of parsimony much of the nation's most sorely needed resource—the brain-power of the people"—the victims are not drawn from the class who usually attend primary schools.

I HAVE materials before me relating to the financial resources of public education in England and Wales, excluding the Universities and professional schools. In round figures, twenty millions is expended in one year. Of this total—again in round figures—fourteen millions is absorbed by primary education, to which a quarter of a million may be added for training colleges; three and three quarter millions by secondary, and one and a-half by technical schools; while a quarter of a million only is expended in connexion with institutions of University rank. And of the six millions devoted to education other than primary at least half may be estimated as fees paid by students.

THE article by Sir Richard Jebb in your last number was a useful summary of the problems which are supposed to be clamouring for solution. The two magnetic poles around which controversy will gather are whether the Local Authority should exercise powers for elementary as well as for secondary education, and under what conditions, if at all, rate aid should be given to denominational schools. If we must keep going, let it be, as Lord Rosebery, quoting the President of the United States, said, "by steps, and not by bounds. We must keep our eyes on the stars, but we must also remember that our feet are on the ground." The Bill of 1896 was "a bound," and the lesson of its failure legislation by instalments. As Sir Richard Jebb says, a few years ago the idea of giving rate aid to denominational elementary schools was equally distasteful to the friends and foes of such schools. But a considerable change of feeling has occurred. National schools are no longer regarded as simple "nurseries of Church principles," and "institutions for rescuing souls from Dissent." It is coming to be recognized that, if clergymen do "move through the world of light and knowledge, of discovery and criticism and new truth, with bandaged eyes and muffled ears," they are frequently active supporters of efficient secular instruction. The scheme for rate aid adopted by a joint conference of the Convocations of Canterbury and York would seem to afford some basis for a satisfactory settlement of this question.

I HAVE received a curious document—made in Birmingham—suggesting general conditions for an effective Education Bill. You have permitted me on a previous occasion to explain why, if local education bodies are inevitable, it is the obvious course to make them part of, and directly subordinate to, the Authorities responsible for Local Government. In the chaos of conflicting opinion and the clamour of vested interests, it is the one certain thing to do. The machine stands ready for the labour. Less than twenty years ago, 27,069 authorities taxed the English ratepayer by means of eighteen different kinds of rates. The Local Government Acts have altered all this, and no measure creating new local obligations which does not fall in line with these Acts is worthy of serious consideration. The Birmingham proposals, while depending on County Councils for the constitution of an authority, read:—"That the Educational Authority, as constituted, be an authority subject only to the Board of Education; that it have independent rating powers, and be not regarded as a Committee of the County Councils, with proceedings subject to revision by those bodies." It is not my intention to discuss the details of a scheme which breaks down on the first test, but there is one clause which deserves notice. The fate of the teachers is in the hands of the Authority; but school managers may require the new Authority "to remove to some other school a teacher who has ceased to be competent to give religious instruction required in the school in which the teacher is employed." Was I wrong in alluding to a change of feeling, or is a teacher in a voluntary school still an "upper dependant of the rectory," and unable "to teach geography without Genesis"?

IN concluding these brief notes and reflections upon some of the educational topics of the year, I am conscious of having omitted many points to which attention should have been directed. I may, however, suggest an addition to the stock of catch-words which sapient reformers appear to find convenient and comforting. The days of Centralization and Codification have passed, and the advantages of Municipalization appear. The teaching profession is invited to rally to the standard of Registration; others cry aloud for the magic of Delimitation and Differentiation; while others demand Representation. Everybody, of course, finds satisfaction in the blessed possibilities of Correlation and Co-ordination. The addition I desire to suggest signifies a quality and an attitude of mind greatly needed at the present time. I refer to Discrimination. In central offices and on Local Boards, in the efforts of administrators and the schemes of educationists, in zeal for reform and expenditure of public money, the "one thing needful" is Discrimination.

UNDERSTUDY.

IT is a pity that this word is connected in most minds with the stage rather than the schoolroom, with plays rather than with work; for it really ought to act as the antithesis to overstudy, whereof the wise men who talk of education make frequent mention and much moan. If you were to listen to the remarks of education-mongers, you would suppose the ordinary boy to be a nervous, tired, anæmic creature, driven to the verge of suicide by the tongue and cane of a pedantic master "without" (if we may use the Biblical and vivid language of the late Harry Jones about another matter) "an inch of bowels." There are some nervous and anæmic boys, no doubt, but it may be said of such nervousness, as Mr. Arthur Balfour said once of dullness, "it is a natural gift." The quotation is fairly apposite, as it chances, for Mr. Balfour was then speaking about one of the imaginary results of overwork. The ordinary boy is far from being this neurotic creature; he is rather a healthy and full-blooded creature with a strong love of sport—a love so strong that it cannot be satisfied by the games that occupy no small portion of his time and thought, but finds some satisfaction also in "drawing" his form-master as though he were a "cover" and "taking shots" at the meaning of strange words just as his relatives take (more fatal) shots at all unusual birds or beasts. An usher is supposed to educate his pupils, but the best work in this sphere, as in others, is that of which the performer is unconscious. The usher tries to teach; the boy determines not

to learn his lessons, but by learning how to baffle and to circumvent his master, how to humour and utilize his master's especial weakness, the boy is, in spite of his own effort not to learn, acquiring an ingenuity and a knowledge of the weakness of mankind which may stand him in good stead in the great world. If any usher ever were to grow so rich and great as to need a motto (which Farrar's card might well describe as a "purely imaginary hypothesis"), he would do well to emblazon on his envelopes and paper "Fungar vice cotis," but *cotis* should be a grindstone rather than a whetstone, the usher being a grinder of gerunds and of self; he goes on grinding round and round while little sportful boys run up, sharpen their small wits on him, and run away. He is not quite like the organ-grinder who won praise from C. S. C., for it cannot truthfully be said that he "serenely" grinds—his temper is a trifle acid; nor can it be said that he "ultimately" finds pence within his palm—he is not, like the organ-grinder, paid to go away. That happy fate awaits head masters, who, generally speaking, stick to a school until a bishopric or deanery or pension serves as a solace to declining years. If any one suggests the wisdom of retirement on the part of a head master, the answer (from a head) invariably is: "To what can he retire?" but no such inquiry is made when the time draws near for the involuntary withdrawal of an usher, because it is felt that an appreciative country has provided a haven in the union workhouse. And yet so short-sighted is the action of the Ushers' League to-day that they direct most of their artillery against clerical head masterships; such promotion as there is among these humble men is due chiefly to the fact that at intervals a head becomes a bishop or a dean. Cut off this refuge and they will soon find England full of lay heads appointed at the age of twenty-five and holding office when past seventy.

But that is quite another question. The present subject for inquiry and remark is understudy. Overstudy is held responsible for many tragedies and failures; it is as convenient as a foreign climate to which are attributed the physical and moral breakdowns that occur in other lands; but no one seems to see the ruin wrought by understudy, which used to be called idleness. Idleness is not quite popular as a topic. Head masters will not hear of such a thing, and parents do not like the word. As to ushers, who can care for the opinion of a person whose pay is about £100 a year? Every one is weary of the discussion about hooligans; but, as a fact, the hooligan is the young person who never has been caught by the attendance officer, or the youth who, having been caught and sent to school, has been careful to learn nothing. One lady sees in him the result of overstudy, but she has not drawn many to her views. In another social plane the consequence of understudy is somewhat different. A considerable fraction of the boys who leave our public schools, so called, fails to pass any sort of examination, does nothing in particular until a *multis utile bellum* provides it with an opportunity for gratifying at once a love of sport and travel that exists in many minds. Many a man must now begin to wonder what on earth he is to do when this providential war is over.

How this tendency to understudy is to be checked and counteracted is another matter. One step will have been taken if the existence of the disease is recognized. Something has been said about the war. Army reform is not a simple matter. It is thought that people have at least learnt the lesson of its need; but any one who reads the letters of any thoughtful man written in the dark days of 1854 and 1855 will see that many minds realized the need of Army reform then, but nothing has been done. The soldier who takes his profession at all seriously is still regarded as a prig. There were days in 1899 and 1900 when men were angry and demanded that incompetence in high position should be punished; but, when in 1901 one or two notorious instances were selected for some sort of punishment, there arose such protests that any officer may feel assured that he may understudy the lives and comfort of his men with absolute impunity.

In the same way a mere usher in a school may be anxious to discourage understudy in his pupils, but what step is he to take? Corporal punishment is in many schools nearly as obsolete as the stocks or the pillory; if you give the idler "lines," you spoil his "hand"; if you keep him in, you spoil his health; and, if you state some portion of the truth on his "character," the head objects to such plain speaking, and suggests a euphemism. Understudy triumphs!

A SUNDAY AFTERNOON.

IN these days of scientific teaching, when so much is being done to engineer a royal road to learning, and when every teacher is expected to know the turns of the said road like the palm of his hand, it may be of interest to those in the profession to hear some short account of what is probably the worst educational establishment in the country. As the Headmaster of the school in question is now writing this article, the proprietors of the *Journal* need be under no apprehensions of an action for libel, and possibly these lines may serve, upon the drunken helot principle, as an awful warning of what to avoid. Let us go and have a look at the place; down a few dingy streets at the back of a Lancashire manufacturing town, wherein reside the parents of our scholars, and we find ourselves before a corner house, with fine plate-glass windows embellished with the words "Mission Room" in ragged white letters. It is Sunday afternoon, and this a Sunday school, typical, we fear, of its kind; though we will hope not. The "Mission Room" was originally a public-house; the removal of the bar and other appurtenances has left an irregular-shaped apartment capable of containing some sixty or seventy urchins at a pinch. When the magistrates declined to renew the licence, the Church swooped down upon the place, and, though it be now less secular, it is probably no less noisy than before.

Sunday school, in these parts, is upheld solely and entirely by two great facts. The first is the annual recurrence of a school treat and of a Christmas prize-giving, prizes being for the most part awarded on the well known principle—

Nemo ex hoc numero mihi non donatus abit.

Secondly, the local papas are accustomed to gorge themselves to repletion between one and two o'clock of a Sunday afternoon. About half-past two, when the drowsiness of after dinner supervenes, they are very glad to have their children out of the way for an hour while they snore in an armchair, if they have pretensions to social position, or, if they have none, lie on a bed in their shirt sleeves. Of these two stimuli to Sunday-school attendance, the latter is probably the more permanent; though the former has greater potency as the summer advances. At that period gangs of unwashed are hanging round the door of the Mission Room, the classes are swollen to repletion, and, only after the superintendent has repeatedly thundered in their ears that six months' regular attendance is a necessary preliminary to any form of school treat, do the invaders depart disappointed, but in no way ashamed.

However, here come the children—a good many girls, docile and tractable enough, though quite capable of keeping their end up in a row with any boy in the place; also, about an equal number of boys—they have probably eaten as much as their parents; but those who know anything of boys will be aware that, whereas hunger makes the adult merely irritable, it produces all the attributes of the angel in the boy, a full meal, on the contrary, making the boy terribly restless, and his parent entirely torpid. We begin with prayers; a squeaky harmonium grinds out the hymn under the hands of a lady teacher; the superintendent reads a few prayers to an *obligato* of whispering, interrupted by an occasional fight between a couple of kneeling worshippers, and a sound like the violent escape of steam from a safety valve, with which the teachers attempt in vain to impose silence upon their classes. Then the real business of the afternoon begins. Besides the superintendent, five lady teachers are engaged with their classes within the limits of this *quondam* gin-palace. What they do with their scholars, Goodness knows: the superintendent finds that his own class require all the attention he has to spare—when he can make his voice heard above the din, the boys are sufficiently interested. But too often it becomes necessary to descend upon some unruly spirits elsewhere, the lesson becomes fragmentary, and attention distraught. The office of chucker-out is no more a sinecure under the new régime than under the old.

Thanks to weekly instruction in the Church schools, the facts of the Bible are pretty well known. But the amount learned during a Sunday-school lesson is meagre in the extreme. Discipline is impossible, and the superintendent, who is engaged in secondary education during the week, finds the general laxity and insubordination utterly disgusting to his sense of the fitness of things. On week days the elements, figuratively speaking, will tremble at his nod; on Sundays he is reduced to

impotency. The proletariat *residuum*, as certain M.P.'s term their constituents, are without sense of honour or desire of knowledge: up to the age of sixteen, they may commit any crime short of murder, with a very tolerable chance of escaping scot free, and they are fully conscious of the advantages of their position. A female teacher is to these but an admirable opportunity for disorder and impertinence; a school treat is but a scramble, where the strongest will get the most, unless the arrangements should prevent all possibility of fighting.

The lesson ends; another hymn; more prayers; and a collection is made on behalf of a fund for prizes, which usually averages about fourpence. Then comes the hour for reflection—*à quoi bon?* The only mode of obtaining sound discipline in such a school is by means of a well administered bamboo. This is a duty which the superintendent would very gladly undertake; being perfectly willing to fight anybody under fourteen stone, he would also be ready to interview the angry parent. However, the authorities do not feel equal to face the inevitable music, and prefer that the present muddle should continue. Perhaps it is only to be expected in a country of anomalies that, while all secular teaching should be conducted under the best obtainable conveniences, the Bible should be taught five classes at a time, in a disused public-house, without order or system, by incompetents who cannot teach, to children who naturally show no desire to learn. From which remarks it should be tolerably plain that the institution of the eminent Robert Raikes stands in considerable need of repair.

TEACHERS' GUILD NOTES.

THE new year comes upon us "big with fate" for the British Empire. It is the year in which a real and strenuous attempt is to be made to pass a comprehensive and statesmanlike Education Bill into law. The position of our Empire half a century hence in the world of nations will be largely decided at St. Stephen's in 1902. The present Parliament is still young, and the Government majority is very large. The chance, if lost now, will not probably come again for some years; yet each year is very precious, for we have to make up for much lost time which has been well utilized by rival Powers. The experts in education have said nearly their last word. The responsibility lies now with Parliament and the nation. Foresight and enthusiasm will carry the matter through.

ONE is afraid to quote what the experts have said, because almost all of their recommendations have become truisms by this time. The Report of the Bryce Commission holds the field, and is supported in its main suggestions by the teachers' associations; but three main heads of educational reform stand out supereminent—Organization, or the supply and control of education; Curriculum, or the subjects of education; and Teaching, or the guidance and development of education. On the first and on the third of these main heads the Teachers' Guild and other associations of teachers have made many representations to Government, and the second is now under our consideration. Failing sufficient considered advice on it, the framers of the Bill can get much help from what has been done in Germany and in the United States, or they could appoint a small round table conference, composed of, say, Prof. Laurie, Sir Richard Jebb, Prof. Henry Armstrong, and a few others, carefully selected, to advise them; unless, indeed, they prefer to have recourse to the Consultative Committee.

WE look to Government, in dealing with Organization, to make the Local County Authorities, acting through Statutory Committees composed largely of experts in education, men and women, the Authorities for the supply and control of all education within their respective areas. We also ask that the Central Authority should be in organic connexion with the Local Authorities, harmonizing and controlling their activities. We want no class in the community to be favoured, and all the intellectual force of the nation to be advanced to its fullest development, with the national interests paramount over all social stratification. We look for schools of all types to receive

pupils destined for all careers; and, above all, we hope for such arrangements as shall be based on a firm belief that, whatever the career of the future citizen is to be, his or her general education should be carried on as far as is desirable in all cases.

AS we are so late in thinking out "educational values," would it not be well for once to imitate the Japanese, who, in their effort to put themselves quickly in line with the West, have copied closely the civilization of various Western nations? The German is not far off us in race qualities. Cannot we accept, with little variation, the latest decisions on Curriculum in Prussia? If this idea is abhorrent to many of us, at least let us quickly decide on the place of modern language teaching in the curricula of our schools. If we believe in its value, let us cease to starve it of time. Let us also settle whether we intend to advance the study of the inductive sciences to a more prominent place, and to teach them heuristically or not; as, if we do so teach them, they will need many hours a week to make them effective educational instruments. We have suggested above a round table conference on this subject, but the Universities should take the matter into their own hands. In the words of the Master of Trinity, they should quickly "redistribute their bribes"; for it is through their entrance examinations, and, in the case of Oxford and Cambridge, through their fellowships also, that they dictate the curricula of the schools.

AND then—the Teaching. Cannot the Bill provide for the proper training of all teachers from an early date? Can it not also lay down regulations for the tenure of their posts by heads of schools and assistant teachers? Organization and Curriculum are mere dry bones without the high general standard of teaching to make them live. We of the Guild want the training to make the teachers do their work as well as possible, and we want the better regulation of tenure mainly in order that the profession of teacher may attract to the task of education a large proportion of the best talent as it grows up ready for careers. If, by making the profession more attractive, this result can be attained, is there any so vitally important work from which that talent will be diverted? The Guild can give but one answer—that no other career is so responsible as that of a teacher.

"COMMONPLACES, platitudes!" the reader will say; but it is good sometimes to look at a question broadly and in mere outline, even at the risk of banality. If we stand well back from the trees, we shall see the forest as a whole, and realize the extent of our task in making the broad avenues where we have hitherto had only tracks, and in clearing away the lumber that hampers the pioneers.

CORRESPONDENCE.

STATISTICS OF HIGHER-GRADE SCHOOLS.

To the Editor of The Journal of Education.

DEAR SIR,—I shall be greatly obliged if you can afford me space to comment on one or two points in your article of October on the higher-grade school statistics recently published by the Board of Education. The writer of the article fails to see that all the elaborate percentages about ages in Tables I. and III. are rendered quite useless by the fact that the return does not state *when* the scholars had attained these ages. To be of any use, these ages ought to be stated either for the beginning or the end of the school year. Not only does your contributor fail to see the defect in the tables, but he himself bases some elaborate calculations upon the absurd assumption that, in a class whose average age is thirteen, each of the boys will be exactly thirteen years old or less, but none of them will be a day over thirteen. The curves he draws are very pretty, but they do not compensate for a want of knowledge of elementary arithmetic and of the facts of the case.

I do not wish, however, to make too much of so obvious a blunder; but I cannot agree with his main contention, namely, that all boys who cannot judiciously be promoted to the school of science directly they reach the age of thirteen are backward.

and that all who are made to pass through Standard VII. before promotion are being improperly kept back. The regulations of the Board of Education prescribe Standard VI. as the *minimum* standard of attainment permissible; but the nature of the school of science course is such, and Standard VI. is found in practice to be such a varying standard of attainment, that it is in many cases better for a boy to complete Standard VII. before entry. On this point I may quote Mr. F. Pullinger, one of His Majesty's Chief Inspectors:—

On the whole I am able to report that the work done in higher-grade Board schools is of a very satisfactory character. As a general rule scholars are not promoted to the school of science unless they are fit to profit by the instruction provided. The average age of the scholars at the commencement of their work very rarely falls below thirteen years by more than one or two months. In some of the better schools a proportion of the scholars are induced to pass through Standard VII. before joining the school of science. (Report, Board of Education, 1899-1900, Vol. II., page 32.)

It is somewhat unfortunate that the statistics referred to in your article only give the figures for schools of science attached to higher-grade Board schools, because comparisons cannot be made with schools of other types. Your contributor regards the proportion of scholars in the "advanced" course in our schools as being unsatisfactory, so much so that he would transfer these scholars—along with the grants paid on them—to the neighbouring secondary schools. Many of them are girls, while the available secondary schools provide, as a rule, only for boys; but that, of course, is a mere detail. The real question is: Are things so much better in this respect in the secondary schools as to justify the transference of these scholars, even admitting for the sake of argument that the fact that A. and B. leave early is a good reason for turning C. into a grammar school to which he does not want to go? On this point Mr. T. B. Shaw, one of H.M. Chief Inspectors, reports as follows, speaking of the London grammar schools:—

There is generally a large influx of students at the age of twelve or thirteen, many of whom only remain for a year or two. This influx can only be accommodated by the constant promotion of scholars to the upper forms from which the greater numbers leave. Students, therefore, frequently spend only half the time they should do in a form, or in many cases skip a form altogether; this arrangement has a particularly disastrous effect in a school of science, where the passing over of a form may mean entire loss of one branch of instruction in one branch of science. (Forty-sixth Report of the Science and Art Department, page 17.)

This criticism would lead one to infer that, if the London grammar schools do really possess a much larger advanced course than the higher-grade schools, they obtain it by promoting boys who are unfit for promotion, and this inference is strengthened by a further remark of Mr. Shaw, in which he says that, in a large school, if promotion were only made at the rate he suggests, there would be "at least sufficient in the first year advanced course for one teacher."

It is clear, too, that, even in grammar schools, the proportion of scholars who leave, not merely before entering the third year, but before entering the second year, is very high. On this point Mr. Wager, one of the Senior Inspectors, reports:—

It is unfortunately the case at the present time that not only in higher-grade Board schools, but also in grammar and technical schools, the percentage of students who remain for a second year is much too small. Of the number presented for inspection . . . in 1897 . . . in the grammar and technical schools 59 per cent. only are in attendance for a second year—a loss of 41 per cent. (Forty-fifth Report of the Science and Art Department, page 23.)

Your contributor says—on what authority I do not know—that the Board of Education has used these statistics as a test of efficiency, and he declares that "the conclusion that the school of science, as a sequel to the elementary school, is a failure is inevitable." You yourself appear to agree with him, for you remark that Sir John Gorst is hardly sufficiently accurate in using the term "shoddy" to describe the education given in our schools, and that he would have been better advised to describe it as "bogus." I do not suppose that Sir John has either time or inclination to read the reports of his own inspectors on these schools; and, besides, these reports are naturally open to suspicion as coming from people who have a personal acquaintance with the facts. Still, the reports are inter-

esting, and I may perhaps be allowed to quote one or two. Dr. Ball remarks, for instance:—

A school of science is eminently adapted for a student who has passed through the standards of an elementary school, and desires to continue his education. (Report, Board of Education, 1899-1900, Vol. II., page 23.)

Mr. Wager says, referring to the early age of leaving, both in grammar schools and higher-grade schools:—

Nevertheless, in my opinion one year in a school of science is far better, for a student who is well prepared for it, than none at all. (Forty-fifth Report, Science and Art Department, page 24.)

On this subject, also, Sir William Abney remarks:—

Students who have stayed but two, or even one year under training have been frequently induced to continue their science education in evening classes at technical institutes, many of which are well fitted to advance their science education. A student's severance from the school of science is scarcely to be regretted under such circumstances, since his own education is continued. (Forty-sixth Report, Science and Art Department, page 6.)

I think it is a little cruel on your part to call the education given in higher-grade Board schools "shoddy" and "bogus." It does not mind; but it should be remembered that it is precisely the same kind of education, given under precisely the same conditions, as to curriculum, size of classes, equipment, and attainments of teachers, as are exacted from those grammar schools which have practically converted themselves into a kind of higher-grade school by adopting the school of science course. It is rather hard on these institutions to apply such names to the ideal after which they are struggling so perseveringly and so disinterestedly. If these schools are prepared *s'encailler* for the good of education, they should not be discouraged by having their ideal spoilt.

I have already trespassed too much on your space, or I should have liked to refer to other matters. I will merely add that, so long as the curriculum for higher elementary schools inflicts four hours' science per week upon unfortunate children of ten years old, it is nonsense to say that it is a more suitable course for higher-grade schools than the present course, which permits them, in the words of Mr. Pullinger, to keep a boy out of the school of science until he is fit for it.—I am, Sir, yours faithfully,

W. DYCHE.
Higher Board School, Halifax.

A BARMECIDE SYMPOSIUM OF TRAINERS.

To the Editor of The Journal of Education.

SIR,—With many others I was present on Friday, December 13, at the College of Preceptors to hear what experts had to say on "The Present Position and Future Prospects of Training Institutions for Teachers in Secondary Schools." Our Chairman was a man who has faithfully served the cause of training for a quarter of a century. His name carries all the weight which that of diligent and unselfish devotion directed by high intellectual power must always give. The College received the meeting most hospitably, and endeavoured to revive physical energy by welcome tea and coffee. The speakers were men who are directly engaged in the work of training teachers; we had Mr. Adamson from King's College, Mr. Keatinge from Oxford, Mr. Welton from Leeds, Mr. Foster Watson from Aberystwyth to follow Mr. Barnett, H.M. Inspector of Training Colleges. We heard a good many interesting facts and a good many sturdy opinions as to whether training should be post-graduate or not, but I think I cannot be wrong in saying that the opener of the discussion stood alone in his optimism. He declined to prophesy. He gave few facts in support of his conclusions; but these were emphatically stated, and the announcement definitely made that "the battle of training was fought and won."

The sense of the meeting seems, on calm review, to suggest quite another conclusion. I ask leave to quote a few of the difficulties alleged as hindrances to fruitful work by the speakers whose names I have given above. Mr. Keatinge complains of the paucity of first-class books bearing on the subject—books suitable to give to his "clever young Oxford man," who wants to be initiated before definitely entering on his training.

This lack of first-class literature is one which many of us

deplorable; but I, for one, do not think it insuperable; for we have a handful of books which will serve to show even clever young Oxford that the work for which training is to prepare is work the scope of which is practically co-extensive with life itself. Further, the young man who is really clever will surely soon apprehend that teaching is not summed up by setting and hearing lessons, but that many even of its frequent and common problems are of a kind which flout the mere rough and ready solutions of a text-book, and demand subtle resource and alert intelligence for their mere apprehension. Mr. Keatinge alleged that the general doubt as to the bearings of psychology on education, and as to what is implied and involved in psychology itself, shut out that subject from serious and satisfactory treatment in a training course; and further said that want of funds definitely crippled the work of training. Sir, we are all so well used to being crippled for want of funds in every department of education that any other state of being would, very possibly, alter all the bearings of our work. If we had hit on the right sort of training, surely clever young Oxford would be clever enough to pay £7. 7s. a term to be trained for one, two, or three terms, as the case might be. But the general impression left by the meeting was that those who profess to train others are hopelessly divergent among themselves as to (a) what to do and (b) how to do it—as to, in other words, ideal and method.

It is, perhaps, worth while to ask whether a heartier and simpler attitude towards training in those who train would not commend the work to those who are alleged to be reluctant to pay for it. A good deal of the speaking at the meeting obviously pointed to the fact that a mere bowing acquaintance with Pestalozzi was all that had as yet been won by many of those present. The head master quoted who frankly said he had never heard of that great teacher, and doubted whether, had he done so, he would have been any better for it, was, of course, a lamentable and very common example of the English secondary teacher. But, had Pestalozzi been with us on that gloomy, chilly evening, could we have separated without any mention of the really interesting, attractive, and vital part of the subject? Experts are possibly in danger of forgetting that what “pays” in education is, after all, the right sort of power over children. Hear the wise words of Bishop Creighton uttered in 1897:—

The education question which has been before us for so many years has concerned itself with the best modes of providing schools, and the best way of getting the money for providing those schools. It has even gone into details about hat-pegs, and it has concerned itself with everything that has to do with the outside of education, and with nothing that has to do with the inside of it. . . . Now the settlement of our educational difficulties will come just in proportion as we set the children before ourselves as the class who are really concerned, and as we wave the other classes to one side.

Some of us were longing to hear that “the present position and future prospects of training” were not always considered apart from the child. Of him we heard no word. And yet even clever young Oxford, or the still cleverer London B.A. of whom we were told, has a vulnerable side. What if that side were found to be a yielding to the charm of the child, to his need of help, to his freshness, his inevitable dependence on the grown-ups who teach him? Of course, I know all that could be said against this; all about the dull, stolid, unideal child of the actual schoolroom. But he, Sir, is the justification for the teacher's existence and trade. He exists, it is true; but he need not increase and multiply by reason of the teacher's methods and manners. Possibly, if we knew something more of Pestalozzi than his name and date, we should be less afraid of letting the child teach the teacher. And as for the teacher himself—is it quite clear that, if his attention were more definitely directed to children, and less to what pecuniary gains his teaching career would bring him, he would be merely insensitive, or critical, or indifferent? I hear a good deal of the pecuniary gain teachers may be supposed to secure by training; I hear more of the deplorable apathy of heads of schools; still more of the financial pressure as to ways and means. While those responsible for training keep questions such as these in the forefront of the discussion, I hardly wonder that they can command so few recruits. The power of ideas—generous, lofty, simple—is seldom acknowledged by your reticent Englishman; and yet, quite recently, even in so eminently “practical” a question as peace or war, how clearly we have seen that money and Government and organization and serene national self-con-

fidence failed to command aught but something perilously near defeat! Then came the idea of the solidarity of the Anglo-Saxon world over; the splendid, pulsating idea translated itself into actuality. Instead of a nation hampered by party government and all sorts of limitations, we got a race—world-wide in habitation, one in speech and tradition—and the scene was changed. Well, why not try a bigger and nobler idea for training than those which seem to have been tried and found wanting? Why not try from the first, and set the whole work of teaching before teachers as *service*—service of the helpless, the pliant, the living child? I believe that that would answer in the future, as it has answered in the past, and that the big breath of a big idea might even prevail where “the best books” fail, the most learned stumble, and the most poverty-stricken starve not only themselves, but the young and living minds they set out to educate, or train, or whatever they call the work they are doing, and at the alleged failure of which they express a somewhat naïve amazement.—I am, Sir, yours obediently,

ONE WHO WENT EMPTY AWAY.

THE TEACHERS' GUILD AND HIGHER-GRADE SCHOOLS.

To the Editor of The Journal of Education.

SIR,—The dear lady of Gower Street has been dangerously ill, and is now, as Byron once wrote of his mother-in-law, dangerously well again. The Guild has been indulging in statistics, and is the worse for figures. The absurdly small numbers in Leaflet No. 6 have deceived no one, except, perhaps, the compilers, as to their intended effect. As the Leaflet truly remarks, facts speak for themselves. Here is a hard one. The London School Board has now in full working order eighty-one higher-grade departments. Giving each an average of 200, there are 16,200 children in London alone receiving secondary education. One-third—i.e., 5,400—being in the two upper classes, are doing secondary work of a high type. The Leaflet gives 1,100 as the total for all England. Sir John Gorst's plan is to create a desert and call it peace. Whether nineteen-twentieths of this good work is superfluous is a point for him to settle with the ratepayers. Here it is, and has come to stay.

What, then, does the Leaflet prove? That the Guild is stagnating in some backwater of individualism. Setting aside for a moment as mere symptoms the colossal selfishness which would stop the schooling of young Demos at fourteen, and the detestable snobbishness which would debar him from the professions and the Universities, it is clear that the Guild argues either in complete ignorance or wilful disregard of the fundamental fact of the economics of national education. Has not the contrast between the victorious march of State-paid primary education and the halting inefficiency of privately managed secondary teaching shown the Guild that education from top to toe must be financed from the public purse? The Guild must take up this impregnable position at once, for nowadays the wages of economic sin is administrative death, and the sins of this Leaflet are many. There is the fatal assumption that the artisan has only a lower-grade mind. The Guild has yet to learn that “the education of the great mass of the people must not be isolated from the general intellectual movement either locally or at the centre” (Fabian Tract, No. 106).

Then there is the vicious definition of secondary education which gives it a social connotation, and would fence off all but primary work as the private preserve of the moneyed classes. Engineers use the expressive work “scrapping” to denote the breaking up into scrap iron of obsolete machinery. Every one knows that extensive scrapping is necessary both in the methods and antiquated institutions of secondary education. Yet the Guild innocently proposes to spend public money in bolstering up the old bad system which exploits public education for private profit, which has brought a noble profession into disrepute, and grinds its workers between the upper and nether millstones of the amateur hotel keeper and the scholastic agent. In vain one looks for any proposal tending ultimately to substitute a brain and efficiency qualification for entrance to the Services and the Universities instead of the present monetary one, which has made the Army a byword, and causes men to ask if any good thing can again come from a University.

Finally, why does the Guild dance to the piping from Whitehall? Other bodies, which only profess to represent the interests of so-called secondary education, have taken alarm already, and will have none of the blandishments of his Grace and Sir John. For how shall one liken the Board of Education? Harken to a parable. An elephant, having strayed from his keeper, roamed in the forest afar. In an untoward moment he stepped upon a hen pheasant scratching for food hard by her nest of fledglings. Seeing the sad plight of the orphaned brood, and being a creature of large heart, the elephant was moved with compassion. Said he to the chicks, "Fear not, little brood; I will be your father and your mother." With these words he sat down on the nest. Just then the driver came up and led away the Duke—I mean the elephant. That same night, as the fowl was stewing, the driver was moved to merriment, and his household mistook his laughter for the crackling of thorns under the pot. JOHN H. GARSIDE.

Higher Elementary School, Medburn Street, St. Pancras.
December 29, 1901.

CO-EDUCATION.

To the Editor of The Journal of Education.

SIR,—I am glad to say some of your readers have enlarged my list of co-educational schools.—Yours faithfully,

(MRS.) MARGARET CLOSE SHIPHAM.

- 16 St. John's Park Mansions, Pemberton Gardens, N.
9. Leek High School for Boys and Girls.
Municipal secondary second-grade school. Head Master—T. C. Warrington, M.A. Head Mistress—Miss M. Burn, B.A.
10. Lymm Grammar School, Cheshire.
Second-grade school. "New scheme for co-education has been sanctioned by the Charity Commissioners, and the necessary new buildings are now in process of erection." Head Master—Rev. J. Edwardes-Evans, M.A.
11. Sidcot School, Winscombe, Somerset.
(Society of Friends.)
12. Ulster Provincial School, Lisburn.
Head Master—W. D. Braithwaite, B.A. (Society of Friends.)
"Conducted on co-educational lines for twenty years."
13. Chippenham District County School.
Secondary and technical. "New buildings erected in 1900, and specially arranged for co-education." Head Master—Mr. E. N. Tuck.
14. Lady Barn House School, Withington, Manchester.
Preparatory school for boys and girls up to fourteen years of age. Founded in 1873 by W. H. Herford, B.A. Head Mistress—Miss C. Herford.
15. Ruskin School Home, Hunstanton, Norfolk.
Principal—H. Lowerison.
16. West Heath School, Ferncroft Avenue, Hampstead, N.W.
Preparatory school for boys and girls up to fourteen years of age. Principals—C. E. Rice, M.A., and Mrs. E. Garrett Rice.
17. Friends' School, Penketh, near Warrington, Cheshire.
Head Master—W. E. Brown, B.A.
18. Friends' Boarding and Day School for Boys and Girls, Rawdon, near Leeds.
"Co-educational for the last twenty years." Head Master—J. A. Barringer, F.R.A.S.
19. Friends' School, Saffron Walden, Essex.
Boarding school to accommodate ninety boys and sixty girls; ages 9–16. Head Master—J. E. Walker.
20. Friends' School, Wigton, Cumberland.
Head Master—J. J. Jopling, B.A.

A WARNING.

To the Editor of The Journal of Education.

SIR,—If you can find room for the following warning, it may save some busy schoolmasters from being caught off their guard, as I have been.

A representative of Collingwood Brothers, Publishers of the "International Mercantile Directory," called on me at a busy moment, furnished with an advertisement of my school, purporting to be cut from the Directory, and a printed form of receipt, requesting instructions and payment for the *renewal* of the advertisement. Assuming that all was correct, I paid the money asked for, to discover, when it was too late, that no such advertisement had ever been inserted by my instructions. My request for the return of the money so extracted from me on the strength of a false representation has not, at the moment of writing, been complied with, though made about a month ago.—I am, Sir, your obedient servant,

W. S. GIBSON.

Harlington, Bedford Hill, Balham, S.W.
December 28, 1901.

REFORM METHOD TEACHERS.

To the Editor of The Journal of Education.

DEAR SIR,—It was repeatedly suggested in the course of the Annual Meeting of the Modern Language Association that it would be valuable to "reform method" teachers to have opportunities (say once a term) of discussing, in an informal way, experiences and fresh developments. I shall be glad to receive the names of any teachers who would come to such meetings; and it would be useful to know which day in the week would be most convenient.—I am, yours faithfully,

72 Ladbroke Grove, London, W.

WALTER RIPPMAHN.

REVIEWS AND MINOR NOTICES.

Sunday Mornings at Winchester. Some Addresses on Church History. By the Rev. W. A. FEARON, D.D., formerly Head Master of Winchester College. (Price 5s. Winchester: P. & G. Wells and Warren & Son; London: Simpkin & Co.)

These interesting lectures, dealing with the history of the Jewish Church between the period of the Old and of the New Testament, with Christian life in the first three centuries, the foundation and settlement of the English Church, and the saints in the Reredos of the Chapel at Winchester, who are representative of early Church history, present themselves under two aspects: as an attempt to give some information on certain subjects of which boys should know something, but with which many of them are even now almost wholly unfamiliar, and as a model for other lectures of the kind. In this last connexion Dr. Fearon, in his preface, definitely raises the question how the school Sunday can be best arranged; but this is not the occasion for discussing whether, in its regulation, the better, or the average, or the worst sort of boys should be most considered. No doubt, the freer the Sunday is from other occupations, the more scope will there be for instruction of this kind; but, in any case, if a lecturer or lecturers can be found capable of giving such thoughtful, lively, and sensible addresses as these delivered at Winchester, it will be well worth while to find the time for them either on the Sunday—most of these lectures are, from a purely religious point of view, greatly superior in value to the average school sermon—or on the week-day.

Doubtless it is because the book is thus intended to give examples of such lectures, "even in its very defects and obvious shortcomings," as the author modestly observes, that it has been left "with no attempt at verification or improvement," a statement which, in a published book, one would otherwise have been disposed to resent. But these lectures, though they are not beyond criticism in certain details, must have been very interesting—to the older boys, at least—to hear at the time, and now form good and useful reading for such boys, and for many others. Dr. Fearon has constantly borne in mind the advantage of making these addresses short. For instance, six lectures on the four hundred and fifty years before the Christian Era—including the rise of the Scribes and Pharisees, the origin of the now apparently innate turn for trade and finance among the Jews, and the Maccabean insurrection—extend to little more than forty pages. Occasionally this brevity prevents a picture from being quite clear without a previous knowledge of the facts, which cannot be expected. This is the case with the siege of Jerusalem spoken of on page 39, and with the story of "Domine, quo vadis?" which cannot be completely reconstructed from what is said of it. There are some few places too where an unfortunate word is likely to leave an incorrect impression on boys' minds. "This new-world power," as a description of the Maccabees' dominion, is ambiguous; and "English Christianity in the fourth century," "the English fellow-sufferers of St. Alban," are, of course, misleading expressions.

Further, it is hardly consistent with the extreme caution which the author sometimes shows in accepting traditions and statements to connect Constantine's conversion with the courage of these British martyrs, since it is extremely doubtful whether the Diocletian persecution extended to this island, though the martyrdom of St. Alban and others may, of course, have really taken place earlier. It is a pity, too, that such prominence should be given to the story of St. Columba's "penance."

There was another cause to justify or excuse the war which he certainly did stir up—that the king had put to death a young refugee clansman of his—besides the affair of the Psalter and its copy. As to the “perpetual exile,” he returned to Ireland more than once; and, in general, it is not certain that the war was a cause of his expatriation at all—he had, without this, quite enough good motives for going to Iona.

It would be possible to criticize other statements and views in the book, but, unless its strong points were dwelt on equally in detail, to multiply criticisms would give an incorrect idea of its general value. Dr. Fearon manages to make his short biographies interesting and alive—those of Origen, St. Aidan, and St. Hilda are as charming as any—and he often gives sound and excellent sketches of some subjects in an extremely short compass; as of the evidence for dating the Gospels, of the martyrs, the Catacombs, and the general character of the Church of England. The summing-up, moral, or “application” given at the end of many of the lectures in a few lines, sometimes in a few words, is nearly always clear and excellent, and in some cases quite delightful. It would be unjust not to notice Mr. Bramston’s charming sketch of the great St. Augustine’s life down to his conversion. The lecture on Alfred the Great, by the Rev. W. P. Smith, though there is much that is good in it, is not so interesting as most of these accounts of great Christians. Incidentally it should be said that in his quotation from the king’s own words on page 201 it is very unlikely that “gewrit” means “Scripture,” and not merely “writing.”

In general we may congratulate those who heard these lectures delivered, and recommend them to readers as giving in the main an excellent sketch of the men and subjects with which they deal, thus forming a capital introduction to these parts of Church history.

“Periods of European Literature.”—V. *The Earlier Renaissance*. By Prof. SAINTSBURY. (Blackwood.)

Prof. Saintsbury, in his preface, resents the idea of his work on the “Periods of European Literature”—of which this is chronologically the fifth, though actually, we believe, the third, instalment—being regarded as a text-book or manual. His objection, however, surely arises from a notion that a “manual” is not a repository for such competent and thorough work as he has here put into it. The nature of the subject itself, apart from any other consideration, would preclude his book from being used by school pupils, except by the few who remain long enough *in statu pupillari* to have almost outgrown the status. For those few, and more especially for their teachers, these histories must certainly come to be reckoned an indispensable equipment, and, in no disparaging sense, as *the*, not *a*, manual of the subject. The volumes are hardly intended to be read through, though, in the case of the one before us, much pleasure and profit may be gained by even a hasty perusal. Its most useful purpose, however, as must be the case with all histories of literature, will be to serve as supplement and reference-book for students who are at the same time obtaining a first-hand knowledge of any small portion of the vast mass of literature herein treated. It would be absurd to impugn the learning of Edinburgh’s Professor of Literature; he is, indeed, if anything, too learned—a more common fault at the present time than the opposite, which was sometimes the characteristic of the writers of whom he treats. Prof. Saintsbury has plenty of enthusiasm (the most necessary quality of all), and he forms his own critical opinions, as one who has gone so deep has every right to do. Yet he seems to be continually haunted by an uneasy conscience, as if some one were looking over his shoulder whom he had reason to think more capable of forming a correct judgment than himself. Such expressions as the following occur with irritating frequency:—“admittedly,” “rather famous,” “pretty generally conceded by critics,” and so on. The intention is, of course, to give a true, unbiassed view. But a truth which is too true may be almost as bad as a lie. A critic in Prof. Saintsbury’s position need not trouble to refer to other critics. His pupils are quite ready to trust him, though he displayed the *hauteur* of a Matthew Arnold, or even the pleasant assurance of a James Russell Lowell. This scrupulousness, however, is a minor blemish, and, in a certain sense, even an endearing quality. It is a more gracious task to dwell on the author’s many merits. To give, within the compass of about four hundred pages, a vivid notion of the work of Erasmus, Rabelais, Ariosto, Machiavelli, Luther, Calvin, not to omit any of the lesser stars that clustered

round these great ones, and to retain an impression of unity and coherence while moving among all the varied threads of that intricate woof of thought, is no small achievement. When Prof. Saintsbury lets himself go—as, e.g., in speaking of Erasmus or of Rabelais—he is at his best, and very good his best is. He eschews the style of the stylist, and, if this makes his pages at times a little heavy, it does not prevent him from saying some things excellently. For instance, speaking of the Italians of the *cinque cento*, he says:—

Of the three great elements of that great thing [Romance]—Variety, Mystery, Passion—the Italians, indeed, possessed the first in amplest measure; and, if they were a little deficient in the third, they made by no means a bad substitute for it out of that sublimated sensuality which is really a sort of naughty twin-sister of Passion herself—an Anteros not wholly opposed to the better Cupid. But of Mystery they knew nothing, though they were quite aware, and very fond, of its caricature, Marvel. The Romans themselves had had very little sense of the mysterious . . . and the whole course of Italian civilization, especially the fatal familiarity of the Italians with a debased official Christianity, had served as a preventive to the importation of the most precious of gifts from the North. Even in Dante . . . the very Beatific Vision is hardly vague; the descent on the wings of Geryon has the precision of a lift. . . . The Italian poet of all times . . . can sing exquisitely, say consummately, see unerringly; but he cannot *dream*.

There are parts of the above criticism that we should like to dispute, did space permit. We must, however, be content to offer it as a specimen, sufficiently characteristic, of Prof. Saintsbury’s style and method, to which, indeed, it is difficult to do justice by a single extract.

Public Schools and the Public Needs. By G. G. COULTON. (Price 5s. net. Simpkin, Marshall.)

An eminent head master, as reported on another page, gloried in his ignorance of Pestalozzi and all his works as of no more concern to him than Joe Smith and his “Book of Mormon.” It will not be possible for him and his congeners, however pachydermatous, to treat Mr. Coulton’s book with the same Olympian indifference—

*Tua res agitur cum proximus ardet
Ucalegon.*

Mr. Coulton is, it is true, at the present moment a crammer, and, consequently, liable to be denounced by a trade-unionist conference as a blackleg; but Mr. Coulton has been for many years a public-school master, and he writes as a friend, not an enemy, of public schools; he has no personal grievance to ventilate; he believes that public schools are sound at the core; he is no revolutionary, but a genuine reformer.

Dr. Abbott once suggested at a Head Masters’ Conference the formation of a missionary society or reading circle to persuade his colleagues to peruse the scriptures most necessary for their salvation—blue-books, reports, *Lehrplane*, &c. Mr. Coulton needs no such factitious aid to command a hearing. He comes home to men’s business and bosoms; he has a racy style and abounds in apt quotations and pat instances drawn from personal experience, and his main thesis is the question of the hour—how to provide our Army with competent officers.

His views are, in the main, those that have for the last quarter of a century been set forth in this journal, and there is no need for us to summarize them and virtually repeat ourselves. We prefer, therefore, to illustrate Mr. Coulton’s line of argument and style by culling a few sentences from his first chapters.

“A Jove principium”—the ground and head of the offending is the head master.

Our head masters, though personally first-rate men, are, as a rule, quite devoid of strict professional training, and are, in fact, distinguished amateurs.

Not one head master in twenty is other than a classical man.

On any point involving a comprehension of the technicalities of class-teaching the head master would be a less safe guide than at least one-third of his own assistant masters.

The average classical man, like the orthodox of the middle ages, enjoys the double pleasure of condemning all heretics and then of holding them up to scorn for that very degradation to which he himself has condemned them.

There is no contemptible number of cases in which a head master has come straight from the University without any experience of boys. . . . Many such men go down to their graves with little in their minds beyond a mass of petrified puerilities. For they have often, it must be

remembered, not even been real schoolboys. By our present scholarship system a clever boy is marked out almost in his cradle, and crammed from scholarship to scholarship like a Strassburg goose. This is the extreme type of that class of men from whose ranks so many of our head masterships are filled.

The body of the book is addressed to laymen, and technicalities have been wisely relegated to the appendix. The documentary and corroborative evidence therein set forth is an invaluable storehouse of facts for the educational reformer, and we hope that it will be studied and weighed by the Commission on Army Education which is now sitting. It is to be regretted that the profession should be represented on that Commission by two head masters who are nothing if not classical, and can know nothing of the working of an Army class except at second-hand through their assistant masters.

Canon Lyttelton (it is unfortunate that his name should be throughout the book misspelt) as a *chevalier sans peur et sans reproche*, no less than his brother the general, can hardly decline Mr. Coulton's cartel. "French Prose Compositions by Fifty Head Masters" would make a delightful pendant to "Are we to go on with Latin Verses?"

Anticipations. By H. G. WELLS. (Price 7s. 6d. Chapman & Hall.)

Forecasts of the future in the form of fiction have been given us at divers times and in divers manners by Lucian, Bacon, Swift, Bulwer Lytton, and Samuel Butler—"Erewhon Revisited," of the last-named writer, is among the best. Serious speculations on the trend of things and the ultimate form of human society are few in number, and Mr. Wells is almost the first to draw a horoscope that takes account of all the elements of the problem, psychology and science, language and literature, morality and religion.

The book reveals an extraordinary grasp of thought, a vivid, and at the same time regulated, imagination, and a power of penetrating to the springs of individual and social action. It is not written *virginibus puerisque*, but we commend it as a useful present to a youth or maiden who is bitten with Fabianism or Christian science or psychical research. There is not a page but provokes controversy, and the annotated edition of "Anticipations" which Mr. Wells anticipates, to include the criticisms of reviewers and the author's rejoinders, will, when published by the State (that is another anticipation), form a small library.

We can only deal, and that very briefly, with our own special subject. For the education of to-day Mr. Wells has nothing but scorn and contempt. He has eaten with tears the bread of an assistant master before he came to know the heavenly powers, the publishers, who, by the way, are pronounced bitter, merciless gods.

The shabby-genteel middle-class schoolmaster of the England of to-day, in—or a little way out of—orders, with his smattering of Greek, his Latin that leads nowhere, his fatuous mathematics, and his incomparable snobbishness, certainly does not represent the schoolmaster of this coming class.

And the Head Masters' Conference fare no better than their humbler brethren. They are "conspicuously second-rate men, forced and etiolated creatures, scholarship boys manured with annotated editions, and brought up under, and protected from, all current illumination by the kale-pot of the Thirty-nine Articles. Many of them are even less intelligent men than many Board-school teachers." We hold no brief for public schools or public-school masters, and we welcome so powerful an advocate of professional training; but, when he passes from railing at the present to his "larger synthesis," his beryl stone, we confess, presents to us a dim and clouded image. To organize and control public education is, he tells us, evidently beyond the power of a democratic government; and, on the other hand, it cannot be left to commercial enterprise, working on parental ignorance and social prejudice. We need "a universally accessible, spacious, and varied educational system, working in an atmosphere of efficient criticism and general intellectual activity." This Utopia, we gather, is to be realized by unofficial organization, of which the Navy League is taken as a type, and Mr. Carnegie as John the Baptist. That such organizations have done much in the past, and may do much in the future, we should be the last to dispute; but where would England now be if she had left her primary education to be developed by the British and the National Society? The

function of bodies like the Girls' Public Day School Company is to initiate and to supplement, not to organize, a national system. If we had to choose between the two ideals of education, we should prefer that of Plato's "Republic," a work of which Mr. Wells seems strangely ignorant. To mumble over the past and to live on the classics is doubtless, as Mr. Wells tells us, senility; but Plato and Aristotle were no fools, though they wrote in Greek.

Arithmetic. By R. HARGREAVES, M.A., formerly Fellow of St. John's College, Cambridge. (Clarendon Press.)

The most striking feature of the treatise before us is the prominence given to "The Choice of Methods with a view to Economy of Labour." As the book is not intended for the use of beginners, the author is able to offer this choice even when discussing the simplest rules. Thus, on page 8, the reader is shown in quick succession three methods of conducting the mental work involved in subtraction. The three ways are suggested by the terms "borrowing," "paying back," and "interrogative addition." The last of these methods is probably the most useful, and it is to be regretted that more stress is not laid on that fact, as the conservative teacher is likely to continue to use one of the older methods, unless the advantages of the new are emphasized. A child who has formed the habit of doing subtraction by the "interrogative addition" or "shop" method will be ready to profit by the use of this book far more than one who learns the method as a novelty when the use of one of the older methods has become automatic.

The discussion of multiplication provides the student with a choice: the product may be regarded as the sum of the partial products of the multiplicand and the successive figures of the multiplier. The usual order of taking these products is that with the smallest first. The other order, in which the product of the multiplicand and the leading figure of the multiplier is written down first, seems far more natural; and, as this is the order used in approximate work, nothing is gained by allowing the pupil to form the habit of using the other way.

In considering compound multiplication, the author introduces a new method, which he entitles "The D.U., or Denominational Unit, Method." In finding the cost of n articles at £12. 8s. 11½d., his first step is to form a table showing the cost of n articles at 1s. and at 1d. The method does not lead to more figures than "practice," and certainly requires less thought on the part of the calculator.

The fact that it is still worth while to devise such a method is a curious commentary on the slow progress of the movements in favour of the metric system and a decimal coinage. The simplicity of these systems is responsible for the inconspicuous position which they occupy in English arithmetics, the writers of which have in many cases given special chapters to the subject and then dismissed it entirely. Mr. Hargreaves gives, in his later chapters, many opportunities to the student who wishes to become familiar with the system. As regards the financial subjects which claim so large a share of the attention of the arithmetician, we find that the explanations of such difficult branches as bills of exchange are remarkably lucid. The examples provided are ample in number for all purposes, and render the work complete as a useful text-book for the private student and for the schoolmaster.

The Two First Centuries of Florentine History: the Republic and Parties at the time of Dante. By Prof. PASQUALE VILLARI. Translated by LINDA VILLARI. Illustrated. (Price 7s. 6d. Fisher Unwin.)

It would be unfortunate if the form of the present volume should stand in the way of its acceptance, in spite of the value of its contents. It is indeed a history, but a history constantly interrupted and bewildered with argument. In fact it consists of a series of essays, which were first lectures and then magazine articles, and are now pieced together in the historical order of their subjects. They are essays of investigation, too, and thus involve the author in much discussion that should be preliminary or collateral to a history. Besides, the exigencies of the lecture-room account for supplementary digressions by no means demanded by a history: for example, a great deal of the exposition of the classical Roman law in order to an understanding of the Florentine law of the period. By the way, how can Prof. Villari say that, "in the age of

Cæsar," "the *fideicommissum* has almost the force of a testament in solemn form, and has become part, as it were, of the *jus civile*?" Surely the *fideicommissum* had no legal standing whatever "in the age of Cæsar." One might suppose that "in the age of Cæsar" is a mistranslation for "in the time of the Empire." So "the woman is no longer subject to the *patria potestas*" seems a rather adventurous statement, without some very particular qualification, in face of Justinian's law books. However, Prof. Villari's aim has been "to investigate in what manner the Republic was formed, the nature of its constitution, the why and wherefore of its continual transmutations, the first causes and genuine motives of the factions by which the city was torn, and likewise to ascertain how it came about that—despite all this turbulence and strife—commerce and industry, the fine arts and letters, should have been able to achieve such marvellous results." And this aim he carries out with remarkable ability and industry; so that, although the various chapters were published in various periodicals from 1867 downwards, they will be still found most instructive, as well as interesting, to English students of the period. Some useful additions are appended by way of notes, but the substance of the book has not, to our knowledge, been superseded by any other work in our language.

An Elementary Old English Reader (Early West Saxon).
Edited by ALFRED J. WYATT, M.A. Cantab. and Lond.
(Price 4s. 6d. Cambridge University Press.)

The extracts are taken from the Parker manuscript of the "Chronicle" and Alfred's translations of "Orosius," and of the "Cura Pastoralis." The graduation of them in point of difficulty is in a manner natural; place the three works in this order and they graduate themselves. But nowhere is the difficulty at all formidable. The notes are useful so far as they go; they are mainly references to Mr. Wyatt's "Grammar" of early West Saxon, and geographical or historical explanations. The glossary, which is substantially the work of Miss Amy L. Lake, B.A., seems adequate in essentials; but it is not quite complete, and students may easily waste time over it without finding what they want. It may be that "there is no way of dealing with it that is not open to serious objections"; but we should think the simplest way is to place the words of the text in alphabetical order. We are by no means satisfied that it is a "vicious" practice "to print together all words beginning with *ge*," inasmuch as it separates all such words from those with which they are etymologically connected." The etymological consideration is not the paramount one. If, for instance, a student wants to look up "feng," and has not made proficiency in his grammar, either he does not find it or he scurries about through the glossary words commencing with *f* till he lights on a verb that appears likely to yield it. The first business of a glossary is to give the student at once the word he seeks. It is a complete educational mistake to hammer into his head the whole of the grammar before he starts reading; and he ought not to be discouraged by the unpractical, however "scientific," arrangement of the glossary. There are difficulties enough without mechanical contrivance of fresh ones. Apart from this weakness, the "Reader" is an excellent book for private use as well as for schools.

A Short History of English Commerce and Industry. By L. L. PRICE. (Price 3s. 6d. Edward Arnold.)

Mr. Price gives a brief account of the commercial and industrial development of England from the earliest times to the reign of Victoria. He stops at the introduction of free trade on the somewhat high plea that "the features and incidents of the last period, which is now running its course, are as yet too close to allow of calm observation from a distance." It does not imply any under-estimate of the value of the preceding periods to suggest that this last period is of especial importance to advanced students, and that it is capable of adequate treatment that shall not offend the historic sense. On this point, we venture to think, Mr. Price has fallen into a grave error of judgment. So far as he goes, however, he presents the most important events and characteristics of each period with his accustomed ability, and his praise need not be any the less because he disclaims originality. While he follows the best authorities, he moulds the facts in his own forms of presentation. How difficult it is to make a satisfactory book of this class may be seen by comparing Mr. Price's work with two or

three others that we have recently noticed. With all their elements of agreement, each contains so much that the others omit or curtail. Again, it occurs to one to contrast the position of the pupil in front of the condensed summaries of any of these books with the position of the writer in front of the details whence he draws his summaries. Would not a larger book be a vastly easier one, simply because more intelligible? However, Mr. Price is as lucid as his limits permit, and an excellent guide as far as he goes.

(1) *English History illustrated from Original Sources, 1307-1399 A.D.* By N. L. FRAZER, B.A. (7×4¼ in.; Part I., pp. xvi., 111; Part II., pp. iii., 128; with Illustrations; price 2s. 6d. A. & C. Black.) (2) *Commercial History. Part I.: The History of Commerce down to the end of the Middle Ages.* By J. R. V. MARCHANT, M.A. (7¼×4¼ in., pp. iv., 112, with Illustrations; price 1s. Pitman & Sons.) (3) *A Class-Book of English History.* By ARTHUR HASSALL, M.A. (7½×5 in., pp. xx., 303, with Maps; price 3s. 6d. Rivingtons.)

(1) This interesting little book is one of a series, and itself consists of two parts, bound in one, covering respectively the periods 1307-1360 and 1361-1399. The contents have been selected in a careful and catholic spirit, and will be found, as an adjunct to an ordinary school history, both interesting to the pupil and very helpful to the painstaking teacher. We do not, however, agree with the editor-in-chief—Mr. G. T. Warner, of Harrow—that the volumes should also be used as text-books, except by classes advanced beyond the ordinary range of school. The story is not complete or continuous enough for the young; children cannot construct their own history from original sources. In such a construction, questions of authenticity of documents, and of the degree of credence to be given to them, are of prime importance. Until these are settled we cannot even begin; and these are matters beyond the young. The quantity of fairly trustworthy matter is often very great; there must, therefore, be a selection; and this implies a selector; and the selector speaks his views through the mouths of his original authorities instead of with his own lips—very fresh and interesting, but not the same as the study of history from original sources. Nothing could be worse than to allow the young to fall into such an error. They must take the story as the historian gives it—whether he speaks in his own person or not—with his warnings on doubtful points and his picturesque quotations from originals. Later on they may, and should, do original research; and when that time comes—which will not often be till they have left school—they will find the books in this series very useful as text-books. We have no reason to believe that either of the editors of this little book differs from us in this matter to any marked extent; the only question between us is when the volumes should be used as text-books. But there is so much make-believe of original research and sham scientific investigation about just now that we have felt that we ought to give a word of warning. The unhealthy pretence that children can do work which, as a matter of fact, can be done by none but experienced adults is a danger against which it behoves us more than ever to be on our guard. The advice given in the earlier half of the preface is good, and we recommend teachers to follow it. The reviews of authorities, the lists of books, and the date summaries are excellent, and the volume deserves to be a success.

(2) Mr. Marchant starts his history of the commerce of Europe and Western Asia with Assyria and Babylonia, and brings it down to the celebrated voyage of Columbus and the close of the middle ages. The rest will follow in the second part. He writes interestingly, and with care and discrimination. We have, however, noticed two curious misprints: on page 24, the south-east corner of Britain is spoken of when evidently the south-west is intended; while, on page 36, the Greek colonies are said to stretch "from Spain on the east to the Euxine on the west." On page 57, also, *Caffa* is spelt with a *K* after having been first spelt with a *C*. But a word to the printer will set these right. The illustrations of ships, bridges, coins, maps, &c., are good and helpful, and the book as a whole is well put together and well fitted to serve as an introductory treatise to its subject. We have read it with decided interest. Mr. Marchant, we may mention, is examiner in commercial history to the London Chamber of Commerce, and evidently knows what points in his subject require most emphasis. We hope Part II. will give us an index.

(3) Mr. Hassall pleads that the progress of historical research renders it necessary that, from time to time, certain portions of English histories should be rewritten or greatly modified; and he tells us that he has endeavoured to provide a class-book sound so far and up to date. As far as we have tested his book, it seems to us successful in both respects; and, in addition, he tells his story in a clear and interesting manner. We should advise him, however, to remove from his title-page the prodigious list of examinations for which he thinks his book suitable; it spoils the look of the page, and is likely to be misleading as to the general character of the book. At the end of each chapter we are given a list of important dates, another of subjects for class treatment, subjects for blackboard illustrations, chief names, and, lastly, notes

a history of our early literature, but an introduction to the history of our later literature. It selects striking representatives of a few great facts in the history of the early period, and deals with them—keeping an eye all the while on what is to come hereafter, and adding typical extracts (mostly modernized) by way of illustration. The little book is well informed, and is written with taste and good judgment. It takes us down to the year 1590, when the first three books of "The Faery Queene" were published.

"Blackie's English Classics."—*Wordsworth's Ode on Intimations of Immortality and Laodamia; Gray's Ode on the Spring; Johnson's London and Vanity of Human Wishes.*

Three booklets (price 2d. each), neatly printed, and satisfactorily annotated, with brief introductions. In the same series, *Marmion* (price 1s.)—no editor and no date—on the same lines as the above.

Milton's Paradise Lost, Book III. Edited by ARTHUR T. FLUX. (Price 1s. Nelson.)

This little book is interleaved, and is evidently intended for pupil-teachers. Both the introduction and the notes seem to us to be written with care and to be satisfactory. The same may be said of Cowper's *Expostulation* (same price and publisher).

Cowper's *Expostulation* is also published by Messrs. Macmillan (price 1s.)—but no editor is mentioned. It looks like an excerpt from Mr. W. T. Webb's edition, and seems carefully compiled.

"Dinglewood Shakespeare Manuals."—By STANLEY WOOD, M.A. *King Henry the Fifth* (price 1s.). *Supplement to the same* (price 6d.).

This edition does not supply us with the text of the play, but with notes and questions, which can be used with any editions of the text. The idea seems to have been successful, as the former booklet is already in its third edition.

Alfred the Great: a Sketch and Seven Studies. By WARWICK H. DRAPER, M.A. (7½ × 5 in., pp. xv., 143, with nineteen Illustrations and a Map. Elliot Stock.)

Mr. Draper's sketch of the life and reign of Alfred is brief, but readable. It does not, however, add anything to the knowledge in general possession. The "Seven Studies" are much more serviceable. They deal with Asser's life of Alfred, Alfred's legislation, his local government, his work as a man of letters, the Oxford myth, the Vale of the White Horse, and Alfred's burial place. Of these the longest and best is the fourth, which gives an interesting account of the thirteen various works associated with Alfred's name, treating four of them at some length. We are then provided with some notes on Alfred's Jewel, his ships, his rebuilding of London, and the places mentioned in his will. The book closes with a consideration of the materials for the history of Alfred, a bibliography, and an index. The illustrations which are copies of various pictures we do not admire; but the others are interesting and helpful. The book will undoubtedly be found useful by those who are intending to study the subject, and makes its appearance at the right time.

Analysis of English History. By W. C. PEARCE and S. HAGUE, LL.D. (6½ × 4½ in., pp. 220, 40; price 1s. 6d. Murby.)

This is an improved and enlarged edition—the ninety-seventh—of Mr. Murby's well known "Analysis." The subject-matter has been brought down to the accession of King Edward VII., and certain minor changes (chiefly of phraseology) have been introduced. The book is evidently suited for its purpose, and has met, and will continue to meet, the wants of many—as long as there are examinations in history. It is not merely a cram book, but a useful analysis and summary.

"Phillips' County Readers."—*Kent, Past and Present.* By GEORGE F. BOSWORTH. (7¼ × 5 in., pp. xi., 268, with six Maps and eighty Illustrations; price 2s. Philip & Son.)

This is a well written and very interesting reading book, and should be welcomed by Kentish children everywhere. Almost everything of importance in connexion with the past and present of Kent is dealt with or referred to in its chapters. Very useful will it prove if read with the *Heimatskunde* which is at last making its way into our schools. But it can also be read by itself. The illustrations—mainly photographs—and the maps are very satisfactory; and so is the glossary at the end of the volume, while the notes on books and maps relating to the history and antiquities of Kent will be a decided aid to the teacher.

(1) *Experimental Hygiene.* By A. T. SIMMONS, B.Sc., and E. STENHOUSE, B.Sc. (6¾ × 4¾ in., pp. viii., 322, with Illustrations; price 2s. 6d. Macmillan.) (2) *Elementary Practical Hygiene.* Section I. By WILLIAM S. FURNEAUX. (7¼ × 5 in., pp. viii., 239, with Illustrations; price 2s. 6d. Longmans.)

Both of these books follow, more or less closely, the lines of the *Elementary Hygiene Syllabus* (Section I.) of the Board of Education. They are meant to serve as practical guides to elementary physics and chemistry as far as these are necessary for domestic hygiene, and also as introductions to that subject. In each case we have a series of simple exercises and experiments such as can be performed with the simplest

possible apparatus, careful descriptions and pictures of which are given. In this way the matters dealt with and explained are made more real and more readily intelligible for students, who are to handle and observe what otherwise they might only imagine. In work of this kind, however, there is a danger for both students and teachers against which more warning is necessary than is given by either book, a danger lest confusion should arise between what is merely a concrete explanation or illustration and what is really a proof. The popular demand for science for those who are untrained, ill-informed, and in a hurry has led to a great deal of superficiality and make-believe in what is supposed to be scientific work, and we must be constantly on the alert against it.

(1) Mr. Simmons's book is very full, and is written with great care and discrimination. The experiments are well chosen and well described, and the pictures given and the apparatus recommended are both very satisfactory. The spirit of the Syllabus is followed, but its details are not slavishly adhered to when a change in order or a change in experiment seems likely to be an advantage. The book is a good one.

(2) Very much the same may be said of Mr. Furneaux's book. It is, perhaps, here and there more interesting than the book just dealt with, and is not quite so closely packed. Its manner frequently reminds us of that other excellent little book of his, "The Outdoor World." At the head of each chapter a list of apparatus and materials is given; and just a sufficient number of experiments are introduced to make things clear. Now and then it has seemed to us that a little more detail in the descriptions of these would have done no harm. But the author is rightly scrupulous about over-weighting his pages, and wants his students' attention to be turned to the wood rather than the trees. He relies on the students working for themselves and having the help of an intelligent teacher. His little book will be found interesting and useful.

Havelok. Edited by F. HOLTHAUSEN. (Price 3 marks. Sampson Low.)

Prof. Holthausen has given us a work which is scholarly and, at the same time, adapted to the practical needs of the student. We are glad to see that it is to be followed by a series of some of the most important Old and Middle English texts. The difficulties of "Havelok" are twofold. They arise, first, from the very unsettled orthography of the copyist, notably in his use of the letter *h*; and, secondly, from the fact that only one MS. exists, and that one very imperfect. In the first case Prof. Holthausen has cleared the way for the student by adopting the normal orthography of the author's time and dialect, while, by indicating his additions or alterations by brackets or other means, he has preserved for the more advanced or more scientific scholar the linguistic interest of those very variants. The difficulties of the second class—those arising from the corrupt state of the text—are not so easily disposed of, but here also Prof. Holthausen will have gained the gratitude of the student by his discriminating selection from the many readings already suggested, as well as by his own contributions towards the elucidation of the text. We only regret that he has not been able to throw any further light upon some of the most obscure passages, and that he has not added a fuller glossary. The few columns of words which are given will certainly not meet the needs of the average reader.

A Text-Book of Psychology for Secondary Schools. By DANIEL PUTNAM, LL.D., Professor of Psychology and Pedagogy in the Michigan State Normal College. (New York: American Book Company.)

Opinions differ as to the advisability of the study of psychology in the secondary school. It would seem that the introspective nature of the subject certainly is adapted to a later stage of intellectual development than the school age. The problems connected with sleep, dreaming, somnambulism, and hypnotism are abnormal, and a youth's time could be given to more pressing studies. Still, given that psychology is to be a school subject, Dr. Putnam's text-book is excellently simple and clear. There is much value in his suggestions as to experiments and apparatus contained in the appendix. There is much that is stimulative to thought in the simple experiments suggested in connexion with sensation, reaction time, image-meaning or visualization, and, with a careful teacher, valuable elementary work might be done on the lines laid down, without any danger of ill-advised introspection. On the other hand, the brevity of treatment gives to many important sections such general presentation as may be misleading. But such an effect is almost certain in the short text-book of psychology. We are of opinion that within its limits Dr. Putnam's book will be found both interesting and valuable as giving a bird's-eye view. It is very suitable for the general reader who has not yet read psychology. For the teacher, too, there are many practical suggestions.

Human Nature and Morals according to Auguste Comte, with Notes Illustrative of the Principles of Positivism. By JOHN K. INGRAM, LL.D. (8¾ × 5¾ in., pp. x., 115; price 3s. 6d. net. A. & C. Black.)

The subject of this book is somewhat outside our usual limits; so our notice of it must be short. Dr. Ingram tells us that his aim is to give

English readers a brief account of Comte's theory of the moral and intellectual constitution of man, and the practical consequences deducible therefrom. He has accomplished his task with care and skill. His book is both well informed and well written. The first chapter is introductory, and indicates clearly the main points to be considered. The second chapter presents an interesting, but not wholly convincing, analysis of the intellectual and moral powers of man, accompanied by Comte's table of the classification of the eighteen internal functions of the brain—to each of which, it is asserted, a special cerebral organ corresponds. This is somewhat disconcerting, as being entirely out of keeping with the results which modern psychologists and physiologists have so far reached. The *faculty* theory of mind is dead. The mind nowadays is seen to be one whole; and such special cerebral organs as are recognized are those connected with special sense organs and certain physical functions. Of course Dr. Ingram knows this; but he shows no disinclination to accept Comte's statement of the matter. Chapter iii. deals with the relative positions of the internal cerebral organs. The argument is logical enough in its way, but is too fanciful and too little supported by evidence to be convincing. The next chapter brings us to an exposition of Positivist morals. To our mind it is the best and most interesting in the book, as those who are acquainted with the subject will readily understand that it was likely to be. The last chapter gives us a comparison of the Positivist moral system with Bishop Butler's. It is, we think, very much handicapped by the *faculty* theory already alluded to, and sometimes the argument seems to us too much like mere hair-splitting; but here and there Dr. Ingram does undoubtedly convict the Bishop of inconsistency. The rest of the book consists of "notes," explaining the Positivist use of certain terms, e.g., absolute and relative, abstract and concrete, objective and subjective, and the like, and dealing with such matters as final causes, materialism, laws and causes, and psychological introspection. These are well written and very helpful. Altogether the book seems to us well fitted to do what it intends to do.

The Romance of the Heavens. By A. W. BICKERTON.
(Price 5s. Swan Sonnenschein.)

This volume is of an entirely speculative character, and is not in any way a text-book or description of the fundamental and well ascertained facts of astronomy. Prof. Bickerton has here condensed the substance of his numerous papers on "Constructive Collision," by which he seeks to explain the origin of the visible universe. The fundamental idea of the theory is that a collision between stars must, in general, be of the nature of a graze, each shearing off from the other a portion of its mass, and that these portions coalesce to form a third and intermediate body, while the two wounded stars either continue on their respective independent journeys or become orbitally connected. Further, the heat generated by the collision is mostly confined to the intermediate body, which may become hot enough to be the origin of a nebula. The author believes that the phenomena of double stars and variables are to be explained on these lines. Prof. Bickerton has such confidence in his theory that he does not shrink from applying it to the impact of star clusters, nebulae, and even of universes; and he further believes that the doctrine of the dissipation of energy must be abandoned. We need hardly say that the author is at variance with the greatest physical authorities.

The Romance of the Earth. By A. W. BICKERTON.
(Price 2s. 6d. Swan Sonnenschein.)

The author gives, in the first place, a comprehensive popular sketch of the possible origin of the earth and of the various agencies which have been concerned in moulding its surface and in causing the present distribution of land and sea; but the greater part of the book relates to life past and present, particularly from the point of view taken by the evolutionist. It is profusely illustrated throughout. The author calls it a reading-book; but, if by this he means a reading-book for schools, we think that it is scarcely simple enough in character or expression. It would be more suitable for that purpose if less were attempted, and that in greater detail. There is neither index nor table of contents.

Advanced Exercises in Practical Physics. By A. SCHUSTER and C. H. LEES. (Price 8s. Clay & Sons.)

This is a careful selection of typical exercises in practical physics, intended for the use of students who are working for the Final Examination for a Degree in Science. It does not profess to be a complete manual of physical practice, but aims at inculcating thoroughness and accuracy in work, and system in recording results. Each branch of physical science is represented among the seventy-five experiments described, and in each case very full and detailed instructions are given. The best method of recording the results obtained is always illustrated by an actual example. The book is excellently printed and well illustrated with outline diagrams. It can be thoroughly recommended.

An Elementary Treatise on Hydrodynamics and Sound. By A. B. BASSET. Second Edition. (Price 8s. Deighton Bell & Co.)

No account of this well known work is needed. It is sufficient to mention that the first edition has been revised and enlarged, and that it is intended for the use of candidates in the Mathematical Tripos.

Elementary Studies in Chemistry. By JOSEPH TORREY.
(Price 6s. net. Constable.)

The course of instruction here mapped out is excellent in every way, and provides the student with plenty of material for thought. The subject-matter is presented in the form of lectures, each of which is followed by instructions for carrying out, in the laboratory, practical exercises based on the lesson. This practical work is carefully chosen, and includes not only preparations of important substances, but also many simple quantitative measurements of theoretical importance. The beginner is skilfully brought to understand the foundations of chemical theory by the thorough investigation of a very limited number of substances. We think that portion of the book dealing with the non-metallic elements is distinctly the more valuable. The illustrations throughout are excellent, but the subscript numbers in the formulae are in such small type that it is very difficult to distinguish them. Since the termination *ic* has a perfectly definite meaning, we think that the author should not have used it indiscriminately with all positive radicals. A few errors need rectification. On page 98 it is implied that when manganese di-oxide reacts with hydrochloric acid gas the whole of the chlorine is liberated as such. The author appears to have overlooked the fact that only half of the chlorine is set free. On page 169, § 4, for "substance" read "solution." Again, on page 331, certain limestones are stated to make hydraulic cement when mixed with water. It is, of course, meant that the limestone has been previously burnt. On page 397 the melting point of gold is stated as 1,200° C., which is more than 100° too high. The volume can be recommended to the attention of both teachers and students.

"The Ideophonic Texts for acquiring Languages."—Vol. I., *Schiller's Wilhelm Tell, Act I.* (Price 1 dol. The American Text-book Agency.)

In noticing this book, which is the first of a promised series, we prefer to act as reporters rather than as critics. Just as the recipes of the cookery books require to be tested with a stew-pan before their merits are apparent, so does a new system of acquiring languages wait for experience to determine its value and its fate. It will be enough then if we tell our readers what are the chief features of the Ideophonic texts as revealed to a provisional inspection. "They are designed," says the preface of the volume before us, "to furnish abundant material for forming those myriad associations of mental and organic processes which constitute the acquisition of languages." The mental processes, we gather, are, or culminate in, *ideas*; the organic processes appear as *sounds*. The object of the system is to present a multitude of thoughts or ideas in connexion with the combinations of sounds that express them in the foreign language. The ideas are conveyed through the written form of the student's native tongue; the sounds of the language that he is studying are represented by means of the universal alphabet of the International Phonetic Association. But, for the purpose of comparison, the customary representation of a sound must be shown beside the artificial; and the literal English of a translation must be further rendered into that of life and literature. Thus, to confine ourselves to the German-English series, the double page offers us four parallel texts: phonic German, ordinary German, verbal English, and free English. The application of the new method, however, is not restricted to German; it has a much more ambitious scope. The prospectus of the scheme informs us that "it is proposed to publish numerous texts and combinations of texts other than those already prepared, as, for example, an edition of *Wilhelm Tell* with ordinary Fraktur, Schulfaktur, or Schwabach type in place of the Roman type, or a literal prose translation in place of the poetic English translation; and Anglo-Saxon, French, Spanish, Russian, Hebrew, Latin, Sanskrit, and other modern and ancient language texts for English readers. In due time, also, the plan is to publish series of texts for the use of other than English-speaking persons: thus, there may be French texts for German readers, English texts for Japanese readers, and so on. The same system of phonic notation will be used for all languages." The "editorial critic" of three experimental volumes is Prof. George Hempl, of the University of Michigan; and, for the price stated above, the publishers will send the first of them, this edition of Schiller's noble play, post paid to any part of the world. We can only hope that their enterprise will serve the cause of education and be rewarded in proportion to its utility.

The "Design" Freehand Drawing Sheets and Cards.
(Davis & Moughton, Birmingham.)

These sheets seem to form a very excellent course of instruction in freehand drawing and design. The sheets are large and suitable for class teaching. They are arranged in five sets, each set containing twenty-four coloured sheets. The sets are well gradated, starting with elementary geometrical forms, and leading on to the more advanced sets, in which designs are adapted from some well known leaf or flower shown on the sheet. The designs are drawn for borders, or to fill in various geometrical figures, such as a triangle, circle, trefoil, &c. Some are adapted for outline, others for brush-work. The price of each portfolio is 12s. The cards are small reproductions of these sheets, suited for individual work. Each set of cards costs 2s. The

whole series is very well got up, and the designs are good and suggestive, the different stages in the formation of the design being clearly shown. The designs of the cards are reproduced in cheaper form on paper in five books, price 4d. each.

Progressive Design for Students. By JAMES WARD. (Price 5s. Chapman & Hall.)

This book contains a very clear and instructive course for would-be designers, and also gives much of the history of the art. Mr. Ward is specially helpful in the numerous examples of natural forms of flowers, birds, and animals, towards which he turns the student's attention as containing most useful material for his work.

Ambidextrous and Free-arm Blackboard Drawing and Design. By F. F. LYDON. (Price 5s. Sampson Low.)

An interesting book on two of the more recent developments in the teaching of drawing, which should form a splendid physical training for a child, even if he should never touch a pencil after he left school.

The Manipulation of the Brush as applied to Design. By STANLEY THOROGOOD, A.R.C.A. (Price 4s. G. Philip & Son.)

A very good text-book of brush-work for the purposes of design. The book contains many artistic and original designs, and also gives examples of Greek, Etruscan, Hispano-Moresque, Italian, Persian, and Japanese art.

Brush-Work and Design. By FRANK STEELY. (In 3 parts, price 1s. 6d. each. G. W. Bacon & Co.)

This graduated course of brush-work will be helpful to teachers. Some of the pages are rather spoiled by over-crowding, and might be improved by judicious selection and enlargement of the designs that are kept.

The "Knowledge" Diary and Scientific Handbook for 1902 (price 3s. net) is in many ways an improvement on the first issue of 1901. In addition to the monthly star maps there are maps for all the principal planets, and descriptive articles have been contributed on Botany, the Microscope, and Meteorology.

"Tales of the Heroic Ages."—(1) *Beowulf.* By ZENAÏDE A. RAGOOZIN. (7½ x 5¼ in., pp. 123, illustrated; price 2s. 9d. American School and College Text-book Agency.) (2) *Friithiof.* By the same. (Same size, pp. 144, illustrated; same price and publisher.)

Mme. Ragoozin gives us on the title-page a prodigious list of societies which she belongs to, and little books which she has written. This seems to us a pity, as it is likely to impress the public unfavourably. The "Tales of the Heroic Ages" are both well and interestingly told, though they do not follow the originals too closely. Still, the gist and general character of the stories are given, and with some narrative skill. The books are well printed and well illustrated. Children are sure to like them. But the price seems to us much too high and likely to impede the circulation they deserve.

We have from Messrs. Macmillan a set of four *Brush-Work Copy Books* suitable for small children, price 4d. each.

GIFT BOOKS.

The Works of William Shakespeare. 20 vols. (Price £2. 10s. net. Constable.)—This very handsome library edition of Shakespeare, as far as print, paper, and binding are concerned, is all that heart could desire. Each play is accompanied by a glossary and brief notes on the variant readings. The editor, whose name does not appear, though he writes in the first person, shows sound critical judgment. He follows closely the folio of 1623, and the rare emendations he proposes are well worth consideration. An index of Shakespeare's characters, in Vol. I., is a new and useful feature. As a matter of personal taste, we could forgo the coloured illustrations, not that these are inferior in quality to the rest of the work (some are really beautiful), but we feel as Charles Lamb felt when he saw King Lear on the stage. Shakespeare is best without either comment or illustrations.

Kim. By RUDYARD KIPLING. (Macmillan.)—Mr. Kipling has gone back to his happy hunting ground, where he is at the best. One "Jungle Book" is worth a wilderness of "Stalky & Co." Kim has, indeed, a strong family likeness to Stalky—a young Ulysses, longing to drink life to the lees, and not overtroubled with scruples; but we can tolerate, and even admire, in a Eurasian much that we should pronounce "bad form" in an English public-school boy. The Lama is a beautiful character, one whom St. Augustine would have pronounced *naturaliter Christianum*.

Bad Little Hannah. By L. T. MEADE. (Warne.)—If it were not for her sex, we should say that Hannah was "what nurses call 'a limb,'" and under her mother's treatment she might well have become something much worse. This amiable lady, enraged at a very irritating piece of mischief on the part of this child of eight years old, takes her up to a haunted room in a disused tower away from the rest of the house and locks her in, remarking before leaving her alone for

the night that, if she listens at the window, she will probably hear the pistol shot which puts an end to her pet dog. Happily for Hannah, a new governess, whose bright face and manner had already attracted the child, takes pity on her, and the influence she gains is so great that we are led to hope that in time the child will become good little Hannah. The illustrations, one or two of which are excellent, are by Gordon Browne.

Ethel Hardman. By W. EDWARD CHADWICK. (S.P.C.K.)—This is "a story of self-discipline," and relates how the heroine, Ethel Hardman, who is possessed of a marvellous voice and other attractions, gives up her ambitious desires for wealth and power, and turns her mind to better things. She is not exactly a lovable person, and one gets a little tired of her choosing songs with Italian words, which she thinks people will not understand, in order to give herself the fullest scope of expression without betraying her feelings to the outside world. The story is rather spun out, and would gain by compression.

Elsa's Little Boys. By MRS. HERBERT MARTIN. (Warne.)—Elsa is the nominal, and old Hannah the real, heroine of the story. She is an old-time servant, devoted to her nurselings of more than one generation, indefatigable in their service, spending herself entirely for them, and wanting no reward but their affection. With all this she is very obstinate and will go her own way, but that makes her all the more natural, and she wins the reader's liking at once, and makes the little story interesting.

Robin. By RAYMOND JACBERNS. (S.P.C.K.)—Probably, in all ages there have been young people who are so self-centred that they were incapable of seeing anything except from their own point of view. Robin was a modern specimen, possessed by a desire to set everybody to rights and a vast sense of injury because her ill-judged efforts were not appreciated. She began by being so disagreeable that the wonder was that her relations could put up with her at all, but the lapse of some months and a few painful lessons led her to realize that she was hopelessly weak where she thought herself strongest, and paved the way for a happier future.

Roses, Sweet Roses. By the Rev. W. J. BETTISON, M.A. (S.P.C.K.)—A story of a little flower girl whose wistful face attracts the notice of a kindly lady through whose influence the child's father, who has got into bad ways, is reclaimed, and he and his family "live happy ever after."

Wonders in Monsterland. By E. D. CUMING. (Price 6s. George Allen.)—A children's story book, with a scientific flavouring which is not obtrusive, and gives the variety now so much sought after, wisely or unwisely, in children's books. The book is well got up, and some of the illustrations are clever. Hipparrion, for example, announcing his name, is a most expressive figure.

The Lighter Side of Cricket. By Captain PHILIP TREVOR. (Methuen.)—We have had so much of the heavier side of cricket that the *seria* of professionals' statistics and averages have been in danger of killing, or at least enervating, the *ludum*. Captain Trevor's chatty volume will help to redress the balance. He has played the game in every quarter of the globe, and is himself a true sportsman. The book has withal a literary flavour.

Two Great Poets. By EVAN CUTHBERTSON. (Price 2s. Chambers.)—These are two of a new series of "popular biographies." In the life of Shakespeare, though the chapters are headed "Childhood," "Boyhood and Schooldays," &c., we naturally hear more of the general customs of the times than of Shakespeare himself, whereas there is no lack of material in the form of detailed facts concerning Tennyson. We can scarcely agree with the whole of the literary criticism given us "by the way." We should not say, for example, that "The Princess" is "the most original of all our poet's pieces, as it is certainly the most delightful." The book is well printed, and has some illustrations.

(1) *The Queen's Shilling.* By GERALDINE GLASGOW. (2) *A Lad of Devon.* By MRS. HENRY CLARKE. (3) *Professor Archie.* By LEILA PERCIVAL. (Nelson.)—These are small books suitable for school prizes, price 1s. each. The first story, which is the longest, is in some ways the best, though the Aunt's behaviour is rather melodramatic. "A Lad of Devon" is nicely told. Each volume has one or two illustrations.

Leo, a Muff. By JULIA HACK. (Price 1s. 6d. Wells Gardner, Darton, & Co.)—Leo has been brought up by an affectionate but over-anxious maiden aunt, and consequently has rather a bad time of it on first going to school; but, having some stuff in him, he proves, to his father's intense satisfaction, that he is to the full as plucky as his fellows, though his girlish complexion has won him the nickname of "Miss Fanny." The book is well illustrated by Gordon Browne.

Into Stormy Waters. By MRS. HENRY CLARKE. (Price 1s. 6d. Sunday School Union.)—Marjorie Rivers is the little girl who gets into stormy waters, so to describe the luxurious house where "Miss Arabella" reigns supreme. Marjorie is a good little soul, and draws out the best side of her cousin May, whose faults are the natural result of her upbringing. But "Miss Arabella" is overdrawn. She is so selfish and disagreeable that her stepfather, who does not care for grandeur, would never have gone on living with her or wished her to have the care of his children.

John Topp, Pirate. By WEATHERLY CHESNEY. (Price 6s. Methuen.)

—The scene opens in Whitby in the days of good Queen Bess. The hero, John Topp, is in the midst of a fight with a newcomer named Ireland, with whom he afterwards swears an eternal friendship. The lads refuse to settle down to books, but are wild for adventures, of which they afterwards get enough and to spare. Fired with thoughts of the golden city of Manoa, they set sail on a voyage of discovery. Fortune is against them—sickness, slavery, the tender mercies of the Inquisition, shipwreck, and other hardships are their portion, and one of their chief foes, Don Miguel de Cassamoro, has an unpleasant way of turning up when least expected. Trehalion, with his favourite ditty, "Sail away, Hark away, Plunder!" and his ventriloquism, suggest "Treasure Island," and there seems no reason why Captain Ireland should not have made himself known to his son, seeing the influence he had gained over the crew; but those who like fighting and adventure will enjoy the story.

The Little Colonel's House Party. By ANNIE FELLOWS JOHNSTON. (Price 3s. 6d. Jarrold.)—Lloyd Sherman, the "Little Colonel," is a girl of eleven whose mother invites three other girls to spend a month with Lloyd in her beautiful home in Kentucky. The children come from very different homes, but fall into the new ways very readily. The account of their escapades—for they do pretty much as they like—and their American slang will amuse young readers. A bit of disobedience on the part of one spoilt girl leads to something of a tragedy, in which Betty, the nicest of the children, is the sufferer. She has been fired with enthusiasm by an account of R. L. Stevenson's life in Samoa, and kindles in the others a desire so to live that they might leave a like memory behind.

Cosey Corner. By L. T. MEADE. (Price 3s. 6d. Chambers.)—It is to be hoped that no children will set up farming on the strength of this story. If you have all the plant given you and frequent presents, such as a cow, a pony and cart, &c., it is, no doubt, possible to make a few shillings a week by the produce of farm and garden for a short time. But perhaps it is intended for a kind of fairy story, with "Mr. Inquisitive" for the good genius.

On Honour. By E. DAVENPORT ADAMS. (Price 2s. 6d. Nelson.)—The principal characters in this story are a girl and a boy, "Jimmy" and Will, full of high spirits and mischief, who play some amazing pranks at various times. They are kindly little souls, and the chief interest of the book is their championship of some very unattractive children who are sent to "Jimmy's" school and boycotted by the other girls. Mrs. Forester is an impossible sort of person, but some of the others are well drawn.

Old King Cole's Book of Nursery Rhymes. (Price 6s. Macmillan.)—These old friends appear in a new and gorgeous dress. The large coloured illustrations to each rhyme are by Byam Shaw, and many of the figures are excellently drawn, and there are some rich effects of colour. "Come to bed, says Sleepy Head," "The Carrion Crow," "The Three Blind Mice," "Queen Anne," and "Rock-a-by, Baby," are among the best. We cannot, however, reconcile ourselves to the wording of this last, having been brought up to say *Hush-a-by, Baby*, and *When the bough breaks the cradle will fall*. There does not seem any point in "When the wind lulls the cradle will fall."

The Olde Irishe Rimes of Brian O'Linn. Illustrated by S. ROSAMOND PRÆGER. (Price 2s. 6d. Macmillan.)—A delightful book for children. The rime is just a slender thread connecting Miss Præger's admirable black-and-white drawings. They are full of spirit and fun, and the expression of the old grey mare and the geese and other creatures is most comic. Each touch is effective, and the girls to whom Brian is taking off his saucy hat are a charming little pair.

Grimm's Fairy Tales. Translated by BEATRICE MARSHALL. (Price 3s. 6d. Ward, Lock.)—This is a complete edition, and makes a handsome volume of 637 pages. It is printed in good, clear type, and has some illustrations by Gustave Doré and Henry Austin.

Grimm's Fairy Tales. Edited and partly translated anew by MARIAN EDWARDES. (Dent.)—A selection from the tales by the Brothers Grimm. We have here forty-nine out of some two hundred stories, and notice a number of old favourites among them. The book has a large number of illustrations by R. Anning Bell, whose quaint style is well suited to the tales. The print is very clear and good, the type harmonizing well with the pictures, and the cloth binding is coloured with pretty, delicate tints.

We have received from Messrs. Griffith, Farran, Brown, & Co. a new edition of *Our Sailors*, by W. H. G. KINGSTON (price 2s. 6d.)—the book has been revised and carried on to the relief of Pekin in August, 1900; from Messrs. Macmillan a new edition of Thackeray's *Vanity Fair* (price 3s. 6d.), with illustrations by the author, and a *fac-simile* of the wrapper of the first number—the print is clear, and the book nicely bound in cloth; from Messrs. Seeley & Co. a new edition of *Forest Outlaws*, by the Rev. E. GILLIAT, M.A. (price 5s.)—very nicely got up, with sixteen illustrations, in black, white, and red.

Boys of Our Empire for 1901. (Price 7s. 6d. Andrew Melrose.)—The first yearly volume of a new illustrated magazine for boys, which seems to contain the many and various necessities for a successful publication of the kind. Serial stories by R. Leighton, K. M. and R. Eady, E. Mitchell, &c., short tales, puzzles, problems and prizes, sport, and papers on a long list of champion players promise food for

all tastes. There are a number of illustrations, large and small, and two large plates in good colours.

Majeking Day. By PHEBE ALLEN. (S.P.C.K.)—This is a story "with a purpose"; and it would have been better, we think, to let people find it out for themselves than to tell them in so many words what lessons they are to learn. It is nicely written, and many of the village characters are very true to life; though we doubt if, in that class of life, either Mrs. Summerbell or Mary Luttrell would have been capable of expressing herself in quite such continuous narrative fashion. But there is much nice feeling and true insight in the story.

A Very Naughty Girl. By L. T. MEADE. (Price 5s. Chambers.)—Evelyn is not only a very naughty, but an extremely disagreeable, child, with so little to recommend her that her conversion in the end fails to give us any satisfaction; while Lady Frances and Audrey are rather of the prunes and prism order. Half-starved Sylvia is more attractive, even amidst her impossible surroundings, which we can hardly be expected to take seriously.

The Argonauts of the Amazon. By C. R. KENYON. (Price 3s. 6d. Chambers.)—An exciting story of the adventures of three old school-fellows, who start off together for South America in search of the lost ransom of Atahualpa. Many and thrilling are the perils through which they pass; and they come on the treasure finally under conditions which seem to make their labour vain, but fortune again befriends them.

Jerry Dadds, Millionaire. By H. BARROW-NORTH. (Price 3s. 6d. Chambers.)—Jerry is a very good sort of boy, with no nonsense about him, and unspoilt by the possession of unlimited pocket money. He and his schoolfellows are up to all sorts of pranks and mischief, and their school life is amusingly described. The wicked uncle in the background, who is always trying to kidnap the boy, and Jerry's imprisonment and rescue are a bit melodramatic. The book is well illustrated.

Two of a Trade. By the Author of "Val." (Price 1s. 6d. Nelson.)—In this case it turns out that two of a trade *can* agree, for, though Rachel and Florrie begin as rivals, they end as partners and friends. The tale is one of village life and loves and hates, with no sensational incident, beyond a fire at the mill. But it is nicely told, and shows how fair dealing and straightforwardness work for good.

Sketches of Christchurch, Oxford. By JOHN ASTON. (Price 3s. Methuen.)—This is a most attractive book. Mr. Aston has been particularly happy in choosing his points of view. Most of the drawings are admirable, and he has put in just enough detail. Now and again, as in the Chapter House and the monument of Butler, the drawing seems not quite true, but in most cases Mr. Aston has triumphantly surmounted the difficulties of his task.

Old Blackfriars. By BEATRICE MARSHALL. (Price 5s. Seeley.)—This story of the days of Van Dyck is told with a good deal of vivacity and skill, and has historical interest besides. The interchange of the boy and girl babies seems unnatural, and can, of course, bring happy results only in the event of their marrying; but, since they themselves see this necessity, we need not be too critical of an otherwise excellent story. The book has several good photogravure reproductions of portraits by Van Dyck.

Mooswa. By W. A. FRASER. (Price 6s. Pearson.)—"Mooswa" recalls "The Jungle Book" too strongly to avoid comparison with it, but to say that it has considerably less charm than the latter is not, by any means, to condemn it. The adventures of Mooswa, of Carcajou, the devil of the woods, and their companions in their struggles with the trappers are sure to interest children. The print is good, and there are some first-rate illustrations by Arthur Heming.

The Leisure Hour, 1900-1901. (Religious Tract Society.)—This volume, which is well printed and nicely bound in cloth, supplies a wide range of pleasant reading. Fiction has its full share: a serial by Silas K. Hocking, with admirable illustrations by H. Copping, runs through the year, and there are besides a number of short stories. Among a variety of articles and paragraphs on subjects of the day—discoveries, manufactures, art, and science—we notice some interesting papers on people and places of bygone times—"The High Crosses of Ireland," "The Less Known Land of Burns" (though this appears in a somewhat curious form), "A Visit to Halle," &c. A "gossip" about Charlotte Brontë and Haworth gives some portraits of the old servants and village friends. A noticeable feature of the volume is the number of excellent photographs of country scenes, the points of view being specially well chosen.

The Sunday at Home Annual, 1900-1901. (Price 7s. 6d. Religious Tract Society.)—As the name implies, this is a volume intended for Sunday reading, and is largely devoted to religious subjects. The stories have their own lesson to teach, as well as the more serious articles. A good deal of space is given to mission and charitable work. "Thoughts for the Day of Days" are contributed by the Rev. Prof. Moule, D.D., and the Rev. R. C. Watson, D.D., and well known names are signed to a series of articles on "The Spiritual Needs of the New Century." The volume contains a number of portraits and other illustrations.

My Pretty and her Little Brother Too. By Mrs. MOLESWORTH. (Price 3s. 6d. Chambers.)—A collection of the little half-fanciful stories containing an unobtrusive moral in which Mrs. Molesworth excels.

The Essays of Elia. Illustrated by A. GARTH JONES, with an Introduction by E. V. LUCAS. (Price 10s. 6d. Methuen).—This *édition de luxe* leaves nothing to be desired as far as paper, print, and binding are concerned, and Mr. Lucas's introduction, though only a paradoxist like Mr. Chesterton could say anything new about the Essays, puts briefly what Canon Ainger and other Lambists have said at length. The illustrations are clever and well drawn, but somewhat wanting in spontaneity.

UNIVERSITIES AND SCHOOLS.

CAMBRIDGE.

The memorial to the late Prof. Sidgwick, for which a sum of £2,450 has been subscribed, is to take the form of a University Lectureship in Moral Science. The Sidgwick Lecturer will receive the income of the Memorial Fund. It is expected that further donations will hereafter be made to the capital of the fund.

The question of providing a reading-room and book-store for the University Library, by roofing in the ancient "Schools quadrangle," stirred up a pretty quarrel among the residents last month. The antiquaries, led with reckless courage by Prof. Ridgeway, hurled the usual charge of vandalism against the utilitarians. Replies and rejoinders of more temper than wit flew back and forward, and fly-sheets darkened counsel and the air. In the end the antiquaries won by 177 to 158. The Librarian and the Registry, who supported the proposal, and whom no one supposed to be other than most reverent archaeologists, smarting under defeat at the hands of their *quondam* friends, have published a poll-book to show that all the learning and common sense were on the side of the utilitarian *placets*. This is naturally non-pleasing to the *non-placets*, and the resulting soreness is not yet allayed. *Tantane ira!*

The Senate has taken an unwonted step in addressing letters of condolence to the German Emperor upon the decease of the Empress Frederick, and to President Roosevelt upon the assassination of his predecessor. The terms of the addresses, and the replies thereto, will doubtless be made public in due course.

The Squire Trustees, who have already given some £15,000 for the new Law Library, have offered a fund of some £7,500 for the foundation of law scholarships in the University. The like offer was made to Oxford and rejected, on the ground probably of the somewhat medieval conditions attached to the benefaction. Preferences for founders' kin, for natives of the parish of St. Mary, Newington, and for persons of inadequate means, are ill-matched with prizes that are expected to rank as University honours. But with a gentle protest the gift has been accepted, and it may well be that the undesirable limitations will rarely come into operation.

Downing College, which has already sold to the University two acres of its park in the middle of the town, finds it expedient to lay out the remainder in streets of dwelling-houses. The Financial Board, alarmed at the disappearance of the last space adjoining the Museums over which expansion is possible, have resolved to rescue the site for future generations. They propose to buy the 6¼ acres for £25,000, and, as the University has not enough ready money, to raise the sum on loan. It is recognized that the annual charges thereby incurred will stop building and other improvements for years; but the opportunity once lost can never recur, and the feeling is general that it should be seized. The big benefactor is still wistfully looked for, but so far vainly.

The Schools Examination Syndicate (Oxford and Cambridge Board) report that they have inspected or examined 103 boys' schools and 88 girls' schools in the past year. For Higher Certificates 2,150 candidates were examined, of whom 1,040 were successful in passing and 289 in winning distinction. For Lower Certificates there were 1,000 applicants, and 498 were successful. The numbers grow slowly from year to year.

A memorial signed by a goodly number of tutors and others has been presented, praying that the question of allowing "poll" men to take two "specials" instead of one "general" may be considered. The memorial will be discussed next term, but meanwhile it is gravely surmised that the "anti-Greeks" are behind the movement.

The report of the Syndicate on the work of the Appointments Association has been issued to the Senate. It speaks highly of the usefulness of the agency, and of the success it has already attained in bringing together employers and employed. The Syndicate think the duties hitherto performed by the Association should now be taken over by a University Board having a representative character, and receiving an annual grant of £100 from the Chest. It is not proposed to interfere with the functions of the existing scholastic agency, which deals mainly with schoolmasterships, and charges commission in the usual way.

The new buildings of Caius College, which are to occupy one side of Rose Crescent, are rising apace. They are designed by Mr. Aston Webb and Mr. Ingress Bell, and are in the "Later Native Gothic"

style which is traditionally associated with collegiate buildings. They will provide about fifty additional sets of undergraduates' rooms.

The Cambridge Theological Society, for the promotion of research in connexion with theological studies, starts with forty-five resident graduates on its roll. Its transactions will appear in the recently founded *Journal of Theological Studies*, under the direction of Prof. Swete.

The terminal elections at the Union Society were unusually exciting. The number of aspirants for office, the vigour of the whipping, the size of the polls, and the occurrence of a tie between two of the candidates for the secretaryship were without recent precedent. The result is claimed as a great Conservative victory; though the President and the Secretary are redoubtable members of the University Liberal Club.

The Head Masters' Conference on December 20 and 21 will be dealt with elsewhere. Here it is only necessary to say that the active Reception Committee are receiving congratulations for the excellent arrangements they devised; that private and collegiate hospitality was freely offered and accepted; and that the festal dinner at Trinity and the *conversazione* in the hall, combination-room, and library of St. John's were well attended.

The results of the examinations for entrance scholarships and exhibitions at twelve of the colleges have been published. Out of a hundred and forty-six awards of various kinds St. Paul's School is credited with nine, Harrow with seven, Oundle, Aldenham, and Bradford Grammar School with five each, and Charterhouse, Dulwich, Rugby, Eton, and St. Olave's with four each.

The following elections and appointments are announced:—Mr. T. K. Johnston, Trinity, to be Bhaunagar (Indian Civil Service) Medallist; Dr. R. D. Roberts to be a Governor of the Royal Holloway College; Mr. R. P. Paranjpye, Senior Wrangler, 1899, to be a Fellow of St. John's College; Dr. L. E. Shore, St. John's, to be University Lecturer in Advanced Physiology; Mr. F. F. Blackman, St. John's, to be University Lecturer in Botany; Mr. H. O. Jones, Clare, to be Jacksonian Demonstrator of Chemistry; the Rev. F. H. Chase, D.D., President of Queens', to be Norrisian Professor of Divinity; the Rt. Rev. H. C. G. Moule, Bishop of Durham, to be an Honorary Fellow of St. Catharine's; Lord Stalbridge, Trinity, to be a Governor of Shaftesbury Grammar School; Mr. W. L. Mollison, Clare, to be a Governor of the Perse Schools, Cambridge; Dr. J. N. Keynes, Pembroke, to be member of the Joint Scholarships Board; Dr. L. Humphry, Trinity, to be University Lecturer in Medicine; Mr. C. West-Watson, Emmanuel, and Mr. R. J. Morrice, Trinity, to be Carus (Greek Testament) Prizemen; Mr. H. W. Richmond, King's, to be University Lecturer in Mathematics; Mr. H. W. V. Temperley, King's, to be Member's English Essay Prizeman; Mr. H. F. Baker, F.R.S., St. John's, to be Doctor of Science; Mr. H. B. Roderick, Emmanuel, to be Demonstrator of Surgery; Mr. G. C. Rankin, Trinity, Mr. R. A. Chadwick, St. John's, and Mr. H. R. D. May, St. John's, to be Whewell Scholars in International Law; Mr. C. West-Watson, Emmanuel, to be Crosse Theological Scholar; Mr. B. T. B. Barker, Caius, to be Walsingham Medallist in Botany; Mr. P. J. Loseby, Emmanuel, to be Seatonian Prizeman (Sacred Verse); the Right Rev. E. Hoskyns, Jesus, Bishop of Burnley, to be D.D. *honoris causa*; Mr. C. Bendall, Caius, to be University Lecturer in Sanskrit; Mr. G. Norwood, St. John's, to be Member's Latin Essay Prizeman; Mr. A. C. Pigou, King's, to be Cobden Prizeman in Economics; Mr. R. M. Woolley, St. John's, to be Jeremie (Septuagint) Prizeman; Dr. H. M. Birdwood, C.S.I., to be an Honorary Fellow of Peterhouse; Mr. J. H. Marshall, King's, to be head of the Archaeological Survey of India; Mr. R. C. Punnett to be Fellow of Gonville and Caius; Mr. E. H. Griffiths, F.R.S., Sidney Sussex, to be Principal of Cardiff University College.

SCOTLAND.

The General Council of Edinburgh and Glasgow Universities have already had under consideration the position of modern languages in the Bursary Competition, and the St. Andrews General Council has now received a report from its Committee on the same subject. Each of the Councils suggests an arrangement of the subjects of examination in alternative groups. The Edinburgh Council proposes that in each group there should be six subjects, the Glasgow Council recommends that the number be five, and the St. Andrews Committee thinks that four are enough, provided that the leading subject of each group be "of the standard and scope of the honours grade in the Leaving Certificate Examination." The other three subjects should be on the higher-grade standard, and the leading subject in each group should receive double the marks assigned to each of the other subjects. As one of the groups has a modern language as its leading subject, the inequality between classics and modern languages would thus be removed. It is further proposed by the Committee (1) that to each group a minimum number of bursaries should be allotted, and (2) that there should be held in reserve a number of bursaries "which might be apportioned to the various groups, in accordance with the attainments or the number of candidates in the several groups for any one year." There is no doubt that the restriction of the number of subjects would be an educational

gain. The competition for bursaries under the present conditions has certainly led to overpressure, if not cramming, in schools, and the evil results of this become apparent, especially in the later part of a student's course, when he begins the study of subjects like philosophy.

The Scotch Education Department has announced an important change in connexion with the Leaving Certificate Examinations. In future, certificates will be given, not for single subjects, but only for groups of subjects. This will have the effect of bringing the University Preliminary and the Leaving Certificate Examinations into closer correspondence. The Preliminary must be taken in not more than two groups, while the Leaving Certificate candidates at present take their subjects independently. Certain Leaving Certificates, however, are accepted as exempting from the Preliminary, and, consequently, it is easier to enter the University by way of the Leaving Certificate Examinations than by way of the Preliminary. The new arrangement will tend to put both examinations on the same footing.

Prof. Shield Nicholson, of Edinburgh University, in course of an article on "The Universities and Commercial Education," points out that much of the discontent with the present state of things is not very well founded. "What is being done by the Universities in other countries is vastly overrated, and what is already provided in Scotland is underrated." It is only for the higher and more responsible commercial positions that the Universities can hope to provide an education, and already there are open for this purpose courses leading to degrees in arts and science, including agriculture and engineering. These, of course, are not purely technical, but include a certain amount of general education. "A purely special education would defeat its own object. . . . A general education must precede and also must accompany any special education afforded by any University," and "the nation cannot run the risk of upsetting the whole University system by changing its methods and lowering its standards on the remote chance of attracting future men of business." Prof. Nicholson accordingly thinks that the Carnegie Trustees will best promote higher commercial education by establishing chairs or lectureships in subjects indicated by the deed of endowment, and more especially in economic history, mercantile law, and geography. Prof. Nicholson's argument is valuable as an aid to clearness of thinking on the whole subject. There can be no progress in the way of wise reform until we know clearly what we want, and what it is possible for the Universities to give; and to this end the first step is the recognition that "commercial education" includes three quite distinct things, (1) such a business education as might be given in higher-grade or secondary schools, (2) technical education, and (3) the higher commercial education which is alone appropriate to the Universities.

In this connexion we may notice an interesting memorandum by Mr. Stewart, Head Master of Gordon's College, Aberdeen, on the relations between higher-grade and secondary schools in Scotland. These two kinds of schools often compete with one another to the injury of both, and Mr. Stewart holds that the remedy is the uniting of the higher-grade with the secondary school under one managing body and one organizing director, so that the work of the secondary school may be limited to the training of pupils for the Universities, or for "highly specialized institutions of University rank," while the higher-grade school confines itself to a shorter course of modern and business education, which may be continued by the pupils after leaving school through attendance at continuation classes and those of a technical college. Mr. Stewart's proposal is an excellent one, and, if he can get it successfully carried out at Aberdeen, we shall have a useful example of the lines on which secondary education in general may be better organized. Under present conditions, however, it would be impossible to realize his idea except in a few places.

The Ferguson Trustees have, it is understood, agreed to appoint two examiners for the scholarship in philosophy (which is open to graduates of the four Universities) instead of one examiner as at present. There has in the past been an inevitable tendency for the scholarship to go to a candidate from the examiner's University. This was not due to any partiality on the part of the examiner, who did not know the names of the candidates, but to the fact that his own pupils could hardly help knowing the kind of questions he was likely to set, and thus had an advantage over others. The new arrangement is therefore much better than the old.

Prof. Purdie has offered to the University of St. Andrews a gift of £5,000 for the purpose of building and equipping a Chemical Research Department in the University, on condition that the Carnegie Trustees are willing to aid in the establishment of post-graduate scholarships for research, and in providing an annual grant for laboratory expenses. In a letter to Principal Donaldson, Prof. Purdie says: "It was my intention to bequeath a sum of money to the University for the promotion of the higher study of chemistry at St. Andrews. I feel, however, that Mr. Carnegie's munificent generosity should stimulate friends of the Scottish Universities to do what they can at once to help in the work which he has so nobly undertaken."

The subscriptions to the Aberdeen extension scheme now amount to within a few hundreds of the £25,000 which was aimed at. Lord Strathcona's gift of £25,000 is thus secured, and the buildings at Marischal College will in a few years be satisfactorily completed.

IRELAND.

The Royal Commission on University Education in Ireland sat for a week in St. Stephen's House, Westminster, London, from December 16. Some authorities on technical education were examined, amongst whom were Mr. Sidney Webb, Chairman of the Technical Education Board of the London County Council, Mr. Garnett, Secretary to the same Board, Mr. Somerville, Professor of Agriculture, Cambridge University, and Prof. Wertheimer, Principal of the Merchant Venturers' Technical College, Bristol. Other witnesses on the general subject-matter of the inquiry were—Dr. Oliver Lodge, Principal, Birmingham University, Dr. Nerinx, University of Louvain, Mr. Lecky, M.P., Chief Baron Palles, N. Synott, Esq., and Dr. Mahaffy, F.T.C.D. It is announced that the Commission at the beginning of April will visit Belfast, Cork, and Galway, and that the evidence taken in November and December will shortly be published. From the postponement of the sittings that were to have taken place in January, it may be expected that the inquiry will occupy some time to come. There is a difficulty in getting the members of the Commission, who are all busy men, together at a given time.

Dr. Mahaffy, before he left Dublin to give his evidence, made known his views on the question which have created much interest as coming from a Fellow of Trinity College, an institution which has always dreaded and opposed to the utmost any alteration in its present position. Dr. Mahaffy advocates the establishment of a great Catholic college, and also other colleges that may be required, under Dublin University, such colleges to be given the largest degree of autonomy. Each would have its own governing body, arrange its curriculum, and hold its own examinations. It is possible that the different curricula might be made largely to coincide, but no pressure or outer direction would be imposed on any of them. Certain prizes might be competed for among the colleges. Dublin University would possess a Senate which would confer the degrees. Safeguards, such as extern examiners, or inspectors, or assessors, would be established to maintain the standard of efficiency in the colleges. By the large freedom given under the scheme, Dr. Mahaffy maintains that Trinity College would in no way be interfered with, and therefore would give consent; that the Catholic party—which he has consulted—would be perfectly satisfied, as also the Northern Presbyterians; in fact, that it gives a solution acceptable to all.

It was doubtful if Lord Robertson would hear of the scheme; but, since Dublin University is not excluded from the scope of the inquiry, though Trinity College is, and the latter is practically not touched by the scheme, it is probable that such views might be received. The Chief Baron (a Catholic), it is understood, also advocated the scheme. If the details can be arranged, it certainly seems to afford the ideal solution of the Irish University question.

The Central Association of Irish Schoolmistresses are endeavouring to obtain the views of University women as to the provision for the teaching of women under any new University system that they would regard as satisfactory, in order to lay them before the Commission. They appointed a sub-committee of women graduates of the Royal University, which in December drew up a series of queries on the most important points affecting the position of women in Irish University education. These queries have been sent to all the women graduates whose addresses it was possible to obtain. There are between five hundred and fifty and six hundred of them. In 1884 the first degrees ever conferred on women in Ireland were taken by nine women. In 1900 sixty-five women took degrees. Their record of distinctions is very brilliant, in proportion to their numbers—more so than that of the men students. In 1900, for example, 8 per cent. of the men students passed with honours, and 15 per cent. of the women students. The end which women in Ireland are now seeking is that the same benefits as are established for the men students shall be fully open to women. This has never yet been done, although by its Charter the Royal University was founded equally for both sexes. When the answers to the queries have been received they will be embodied in a statement to be laid before the Commission.

In Trinity College, Dublin, the Professorship of Moral Philosophy, vacant through the appointment of Mr. Swift Payne Johnston to the Assistant-Commissionership of Intermediate Education, has been given to Mr. F. McCran, F.T.C.D. Mr. McCran, who is one of the ablest of the Classical Junior Fellows, commenced the study of metaphysics when reading for Fellowship.

The drawbacks found in the new scheme of the Intermediate Board during the term September-January have led to a series of remonstrances and suggestions from the educational associations. The Dublin Branch of the Teachers' Guild have drawn up a number of recommendations which they are sending for their approval to the heads of the principal schools. They complain that the Preparatory Grade leads up to the modern, but not to the grammar-school course, either of which must be selected in all the higher grades, and recommend that music should be included in it. They object to its being necessary to take drawing and experimental science together, stipulating that only so much drawing as is required by a science student should be obligatory with experimental science. They object to 30 per cent. (Honours) and 40 per cent. (Pass) being now required in six subjects to obtain a Pass; also to

(Continued on page 54.)

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the lower position in which French is placed in comparison with German; to the giving of the exhibitions, not to the pupils, as heretofore, but to the schools; very strongly to the non-publication of the results; and, in general, to the absence of definite information as to the amount of the capitation fee and of the exhibitions, and the method on which the latter are given. They complain of the English books set for home-reading being quite unattractive, of the absence of all book-work in the Junior Grade Geometry, and the requirement of "arithmetical scales" in this grade, also to the difficulty of the mathematics of the Senior Grade.

While the heads of schools are not agreed on all these points, there seems to be a consensus as to the great overwork imposed by the new rules. Every boy within the ages is expected to enter for examination; and, in order to pass, must win 40 per cent. in six subjects, much of the work being unseens in composition, translation, and mathematical problems. In some schools, to meet the pressure, the Saturday half-holiday has been abolished; and, in many, English (for which a large number of books are prescribed), including history and geography, is being completely squeezed out. Alarm is also caused by the fact that the Board are contemplating placing the examinations in the middle or at the end of July, which will necessitate the pupils working under the pressure of examinations through the hottest season of the year. The Schoolmasters' Association meet on December 31, and doubtless some resolutions on the chief points will be drawn up which will be in unison with the views of the Catholic Head Masters' and the Schoolmistresses' Associations, so that a united, unanimous appeal may be made to the Board.

The inspection of Irish intermediate schools by the six English inspectors appointed by the Intermediate Board is proceeding, and exciting various views from heads and teachers. Some of the inspectors are very much liked, and their suggestions valued; in other cases it is pointed out that the inspection fails to give a just estimate of the school. On the whole, it has not proved at all as objectionable as those who disapproved of it feared.

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SCHOOLS.

CANTERBURY, KING'S SCHOOL.—The following elections to scholarships have just been made:—To Entrance Scholarships: R. T. Jenkin (Mr. Goodchild, Cambridge), B. B. Horsburgh (Mr. Pearce, Ealing), E. C. Linton (Mr. Hake, Bournemouth), G. M. Webster (Mr. Rudd, Leicester). To a House Scholarship: K. B. Dickson (Mr. Hussey, Folkestone). To a Minor Entrance Scholarship: C. J. N. Adams (Junior King's School). To Junior Foundation Scholarships: A. D. D. Spafford, G. F. Olive, R. A. Hamlyn (for mathematics) (all from King's School). To Probationer Scholarships: K. B. Dickson (Mr. Hussey, Folkestone), G. M. Webster (Mr. Rudd, Leicester), C. J. N. Adams (Junior King's School), E. C. Linton (Mr. Hake, Bournemouth).

DENBIGH, HOWELL'S SCHOOL.—A brilliant lecture was given on December 18 by Miss Warren, Lecturer in English Literature, University of London, on "Alfred the Great, as Educator of his People." Over a hundred visitors were present.

DEVONPORT HIGH SCHOOL FOR GIRLS.—The annual distribution of prizes was held in the Public Hall on the King's Birthday. The afternoon's proceedings began with a short concert. The singing class gave Behrend's cantata, "The Singers of the Sea," and the orchestra played Hann's "Sérénade Angélique" and Handel's "Largo." The Head Mistress (Miss Rayment) then read the report of the July examiners, which was very satisfactory. The average marks gained—taking all the examinations and all the forms together—was 53 per cent. In public examinations during the year 34 girls were successful in gaining 48 certificates and distinctions, including a scholarship of £30 for three years at Holloway College gained by Eleanor Mayston.

EDINBURGH, ST. GEORGE'S TRAINING COLLEGE.—At the recent examinations for the Cambridge Teacher's Certificate, the following students gained Certificates for Theoretical Knowledge:—Class II.: Lilian K. Barrie (Newnham College), Margaret A. Herford, M.A., Alda M. M. Matheson, M.A.; Class III.: Margaret S. Leitch, L.L.A. In the Examination for Practical Efficiency, Miss Barrie and Miss Leitch passed in Class I., Miss Matheson in Class II., and Miss Herford in Class III. Miss Barrie, who holds the Cambridge University Certificate for Honours Degree in Mathematics, has been appointed mathematical mistress on the staff of the Leeds High School for Girls.

HAILEYBURY COLLEGE.—On November 30 the following members of the school were elected to Senior scholarships:—A. E. O. Lucas, H. G. Stokes, I. R. B. Bond. To the Junior (under 14): R. Whitehorn, £50, from H. Frampton Stallard, Esq., Heddon Hall, Ilampstead; T. H. E. Baillie, £40; G. H. Sugden (Modern Side), £40, from Rev. F. J. Hall, Northaw Place, Potter's Bar; C. H. Gidney, £30. To the Junior (under 13): F. H. Brown (Modern Side), £40,

from W. R. Morton Clarke, Esq., Blatchington Place, Seaford; C. E. Strickland, £30, from C. F. Sylvester, Esq., Branksome, Godalming.

HARROW SCHOOL.—The memorial to Old Harrovians who have fallen in the South African War is to take the form of an enlargement of the Chapel by prolonging the north and south aisles. The estimated cost of carrying out the plans proposed by Messrs. Aston Webb is £6,000, and, towards this, over £2,000 has already been received. One historic memory from Dr. Butler's speech at the Westminster Palace Hotel is worth recording: "My dear father used often to speak to us, his sons, of one memory of the Peninsular War before the time of Wellington. He used to tell us that Sir John Moore of Corunna, who was always spoken of as 'Surgen Moore,' declared he had no better officers in the Army than Harrow men; they were all, he said, thorough gentlemen, but not too much gentlemen to attend to every detail of their profession, even to the grooming of their horses, and, still more, to the health and comfort of their men."

KESWICK SCHOOL.—Speech day took place on December 14, Mrs. Bagot, of Levens Hall, giving away the prizes. The Lynn-Linton and Ruskin Memorial Prizes were awarded for the first time. The Bishop's Prize for Lake Literature is given this year by the Bishop of Barrow. Subsequently the Dean of Durham formally opened the new block of buildings containing gymnasium, workshop, kitchen, and science rooms. J. W. Lowther, Esq., M.P., also spoke. The inspection of the school took place under the auspices of the Durham University, on December 6 and 7, Dr. Walpole, Principal of Bede College, Durham, being their representative. His report was exceedingly encouraging. Dean Kitchin gave the address at "The Carol Service" on the last Sunday of term. The school orchestra rendered the Pastoral Symphony very successfully. During the term the Dean of Ely also gave an address.

LONDON, VICTORIA HIGH SCHOOL.—An important meeting of women graduates was held on December 13, to urge the claims of women to equal rights and privileges with men in any reconstruction of University education in Ireland. The chair was taken by Miss McKillip, who read an interesting letter from Miss Julia Kennedy, telling how women students had gradually gained admission, first to University and then to college lectures. Miss Jane Harrison, it was stated, is at present giving a course on classical archaeology, which was attended by all the men taking that section in Part II. of the Classical Tripos.

MARLBOROUGH COLLEGE.—The Foundation Scholarships have been awarded as follows:—W. J. T. P. Adams (Marlborough College, late from Mr. Bryant, Winchester House School), H. E. Guillebaud (Marlborough College, late from Mr. Tucker, Trent College, Derbyshire), G. N. Simeon (Mr. Lynam, Oxford), C. O. Harvey (Marlborough College, late from Mr. Murray, Walmer), C. G. Dowding (Mr. Ogle, Guildford), O. H. Thompson (Marlborough College, late from Mr. Alcock, Salisbury), G. R. Day (Mr. Douglas, Malvern Link), R. H. Mylne (Mr. Radcliffe, East Grinstead), A. Cooke (home tuition), J. Bell (Mr. Blissard, Clifton), A. D. M. Woodhouse (Mr. Douglas, Malvern Link), E. F. Marshall (Marlborough College, late from Mr. Chater, Westerham), H. S. Scott (Mr. Hollins, Eastbourne), R. F. St. J. Reade (Mr. Thomas, Brighton), A. E. H. Tucker (Mr. Lea, Nuneaton). Honourable mention:—E. M. Besly (Mr. Chater, Westerham), H. F. Kirkpatrick (Mr. Mason, Rottingdean).

NEWCASTLE (STAFFS.) HIGH SCHOOL.—R. A. Chadwick, Scholar of St. John's College, Cambridge, has won a Whewell (University) Scholarship in International Law; C. W. Gwynne has been elected to an Open Classical Exhibition at St. John's College, Oxford; and T. E. Hulme to an open Mathematical Exhibition at St. John's College, Cambridge—also to an open Mathematical Scholarship at Queens' College, Cambridge.

PADDINGTON AND MAIDA VALE HIGH SCHOOL.—The annual distribution of prizes, by Lady Laura Ridding, took place in November in the assembly hall at this school. William Bousfield, Esq., Chairman of the Council of the Girls' Public Day School Company, presided. The Chairman said that the results of the annual examination had been extremely satisfactory, and the Council were greatly indebted to the Head Mistress (Miss Skeel) and the staff. The study of modern languages took a prominent part in this school. The Council's scholarship had been awarded to L. Klingenstein, who gained Honours in eight subjects in the Oxford and Cambridge Joint Board Examination. A bursary from the Dunville Bequest is granted to Mabel Bailey, who gained Honours in Literature, Latin, French, Mathematics, and Science in the July Examinations. Amongst the recent successes of Old Girls E. Edwards (Girton College) gained a Second Class in the Mathematical Tripos, and S. Frood (Newnham College) a Third Class in the Natural Sciences Tripos; E. Abrahams passed direct from the Sixth Form in the First Division of the Intermediate Arts Examination of the London University, and is now reading for B.A. with Honours in Classics at Bedford College. Twelve Council certificates have been gained on the results of the Oxford and Cambridge Joint Board Examination; Joanna Wilson passed in the Higher Certificate Examination, gaining Honours in English; Elsie Wright passed in the First Division of the London Matriculation Examination. An excellent programme, consisting of part songs and recitations in Latin, French, German, and English, was gone through, as well as drill and gymnastics by the Senior Division under Miss Beatrice Bear. The school Kyrle Society

(Continued on page 56.)

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have presented some plaster casts of the Parthenon frieze for the decoration of the school hall. Miss Stawell, formerly classical lecturer at Newnham College, gave a lecture to the girls on the Elgin marbles, with lantern illustrations, on Thursday, November 28. An orchestral society has been formed this term, and will meet for weekly practice under Miss Mary Thynne next term. On Thursday, December 12, an open kindergarten morning was held, at which specimen lessons were given. A class demonstration of drill and gymnastics took place at the end of the term under Miss Beatrice Bear, and was largely attended by parents and friends of pupils.

PORTSMOUTH HIGH SCHOOL.—Among the successful candidates in the recent B.A. Examination appear the names of three of our Old Girls:—Ellen Andrews, Ethel Eldred, Ethel J. Woodward.

ROSSALL.—College scholarships and other distinctions outside the school include: R. G. L. Batley, Open Classical Scholarship, Brasenose College, Oxford; J. N. Taylor, Somerset (open *pro hac vice*) Exhibition, St. John's, Cambridge; S. F. Peshall, Open Classical Exhibition, Caius College, Cambridge; Sir A. J. Bigge, Private Secretary to H.R.H. the Prince of Wales and K.C.M.G. Mr. Gorst has accepted the post as Head of the Science Department at the High School, Durban. His place is to be filled by Mr. Izard, of St. John's, Leatherhead. We had school readings on November 19, and a splendid musical entertainment by the Liedertafel Glee Singers on December 2. In the House matches Wilson's came out victorious. The Debating Society gave us a "Parliamentary Evening" on November 30, which drew an attendance of 154. The afternoon before Captain Pain was presented with a "surprise table" of oak by the cadet corps on the occasion of his retirement after eleven years' service.

SEDBERGH, BALIOL SCHOOL FOR GIRLS.—The second annual entertainment and prize distribution was held at Baliol School for Girls, Sedburgh, on November 23. The play, entitled "Persephone; or the Daffodil," was written for the pupils by the Principal, Miss Skeat, Ph.D., who also composed the music for most of the songs. More than a hundred visitors were present, including many from a distance. The play contained four chief characters, choruses of lilac maidens and daffodil maidens, also a band of ghosts, representing old-fashioned lesson-books, such as "Mary's Grammar," "Little Arthur's History," &c. The scene in which Demeter invoked the Four Winds to tell her of her daughter called forth special comment, as did also the final tableau—the parting of Demeter and Persephone. The landscape in the background represented the Fields of Enna, strewn with daffodils, with Mount Etna looming darkly against the sunrise.

STREATHAM HIGH SCHOOL.—Prize day was on December 3, and the prizes were distributed by Miss Aldrich Blake, M.D., M.S. (the first woman to take the degree of Master of Surgery). The Hon. F. Thesiger was in the chair. The Company's Senior Scholarship was gained by Gladys Quilter, the Junior Scholarship by Yolande de Fernant. In the Oxford Locals thirteen out of fourteen candidates passed; three classes and a distinction in French were gained. In the Royal Drawing Society's Examination twenty-six Honours Certificates have been won, and Jessie McConnell had won H.R.H. Princess Louise's Gold Medal, the Art for Schools Prize, Sir John Tenniel's Prize—a silver medal, a bronze medal, and two commendations. In the Cambridge Higher Local Examination three candidates have gained full certificates, one with distinction in History.

TONBRIDGE SCHOOL.—The honours gained during the Michaelmas Term include:—J. R. Dain, Open Classical Scholarship, Hertford College, Oxford; B. H. Bourdillon, Open Classical Exhibition, Exeter College, Oxford; J. H. Ledebore, Open Modern Language Scholarship, Caius College, Cambridge; K. Hamilton, Open Classical Exhibition, St. John's College, Cambridge; G. Nottidge and H. M. Holland, Woolwich Entrance Examination; F. H. James and F. M. Hills, Sandhurst Entrance Examination; Captain E. W. Moss, Worcester Regiment, D.S.O.

UNIVERSITY COLLEGE SCHOOL, LONDON.—The dramatic and musical entertainment given on December 19 included scenes from "The Wasps," of Aristophanes, and "A Midsummer Night's Dream." D. Cohen won applause in both pieces, first as Philocleon and then as Bottom the Weaver. The proceeds go to the U.C.S. Club for Working Boys. Mr. A. E. Rost, late Head of the Art School, Colombo, has been appointed master of the special drawing class for Army pupils. Mr. F. Storr, late of Merchant Taylors' School, is taking temporary work with us next term.

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(Continued on page 58.)

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Und dräut der Winter noch so sehr
Mit trotzigem Geberden,
Und streut er Eis und Schnee umher,
Es muss doch Frühling werden.

Und drängen die Nebel noch so dicht
Sich vor dem Blick der Sonne,
Sie wecket doch mit ihrem Licht
Einmal die Welt zur Wonne.

Blas't nur, ihr Stürme, blas't mit Macht !
Mir soll darob nicht bangen ;
Auf leisen Sohlen über Nacht
Kommt doch der Lenz gegangen.

Da wacht die Erde grünend auf,
Weiss nicht wie ihr geschehen,
Und lacht in den sonnigen Himmel hinauf,
Und möchte vor Lust vergehen.

Sie flicht sich blühende Kränze ins Haar,
Und schmückt sich mit Rosen und Aehren ;
Und lässt die Brunnlein rieseln klar,
Als wären es Freudenähren.

Drum still ! und wie es frieren mag,
O Herz, gieb dich zufrieden ;
Es ist ein grosser Maientag
Der ganzen Welt beschieden.

Und wenn dir oft auch bangt und graut,
Als sei die Hölle auf Erden—
Nur unverzagt auf Gott vertraut !
Es muss doch Frühling werden.

By "G.E.D."

And what if still with surly shout
Shakes Winter roof and rafter,
As ice and snow he hurls about ?—
The Spring must follow after !

And what if still, the storm-clouds thro',
There's ne'er a sunbeam breaking ?—
In sunshine sweet to bliss anew
The world shall soon be waking.

Then roar, ye tempests, rave your spite !
Ye are not worth my heeding :
On light swift feet across the night
The Spring is hither speeding.

Ah, then wakes Earth, all greenery—
She scarce knows how or wherefore—
And laughing up at the sunlit sky
Forgets she'd aught to care for !

With tender blade and flower and ear
Herself she decks full fealty,
And sets her rivulets running clear
As if 't were Joy wept sweetly.

Then patience ! 'Spite of frost and cold,
Heart, merry still be making :
For all that is shall yet behold
One world-wide May-day breaking !

And tho' this earth seem full of woe,
Bemocked by demon laughter,
Still trust in God, and fear no foe,
For Spring must follow after !

By the PRIZE EDITOR.

Let Winter and his savage rout
Assail with all their burly,
And scatter ice and snow about :
Yet Spring will follow surely.

Let mist and haze and fog combine
To dim the sun's gay glances :
Anon he shows his light divine
And all the world entrances.

(Continued on page 60.)

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Then blow, ye tempests, vent your spite ;
I scorn your angry nipping :
With fairy footfall through the night
Spring comes a-tiptoe tripping.

The greening Earth in glad surprise
Shakes off her winter sadness,
Laughs up into the sunny skies,
And well-nigh faints for gladness.

She decks her hair with garlands gay,
Green blades and roses blushing,
And speeds the runnels on their way
With tears of joy o'erflushing.

Dear heart ! should winter thee dismay ?
O rest thee uncomplaining :
O'er all the world a great May-day
Shall dawn by God's ordaining.

Quail not beneath the tyrant's rod,
Fail not, though demons harry
As Hell were loose ; trust still in God :
Spring comes and will not tarry.

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Though winter bluster ne'er so loud,
With sullen, threatening mien,
And scatter ice and snow about,
Yet spring must come, I ween.

And though the mists close ne'er so tight
Before the sun's bright glance,
He yet shall waken with his light,
And still the world entrance.

(Continued on page 62.)

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Nor knows how came thereby ;
And laughs in the sunny Heaven above,
And is ready for joy to die.

With flowery garlands she binds her hair,
With roses, and golden ears ;
And makes the fountains to ripple clear,
As it were with joyful tears.

Then wait ! and freeze it as it may,
O heart, repine no more !
There is a glorious bright May-day
For all the world in store.

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As it were hell on earth,
Still undismayed, in God confide :
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memoro vesperi. Hae sunt exercitationes ingenii, haec curricula mentis ; in his desudans atque elaborans, corporis vires non magno opere desidero. Adsum amicis ; venio in senatum frequens ultroque affero res multum et diu cogitatas, easque tueor animi, non corporis viribus. Quae si exsequi nequirem, tamen me lectulus oblectaret meus, ea ipsa cogitantem, quae iam agere non possem : sed ut possim, facit acta vita. Semper enim in his studiis laboribusque viventi non intelligitur, quando obrepat senectus. Ita sensim sine sensu aetas senescit ; nec subito frangitur, sed diuturnitate exstinguitur.

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An Extra Prize of One Guinea is offered for the best paper to test common sense.

The problem is suggested by a paper set by Mr. Holman to test the intelligence of technical school students, some of the questions in which seem to us good and some bad. *E.g.*, "Give a definition of a chair which will not apply to a stool, a sofa, or a form." "A man had an octagonal piece of cloth ; he cut off three-fourths of the corners. How many corners had it then ?" "Is there any practical good in making a pie-crust ornamental instead of plain."

Our paper is supposed to be set to a class of boys or girls, or mixed (state which), average age fifteen. Time half an hour. Number of questions from six to twelve.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

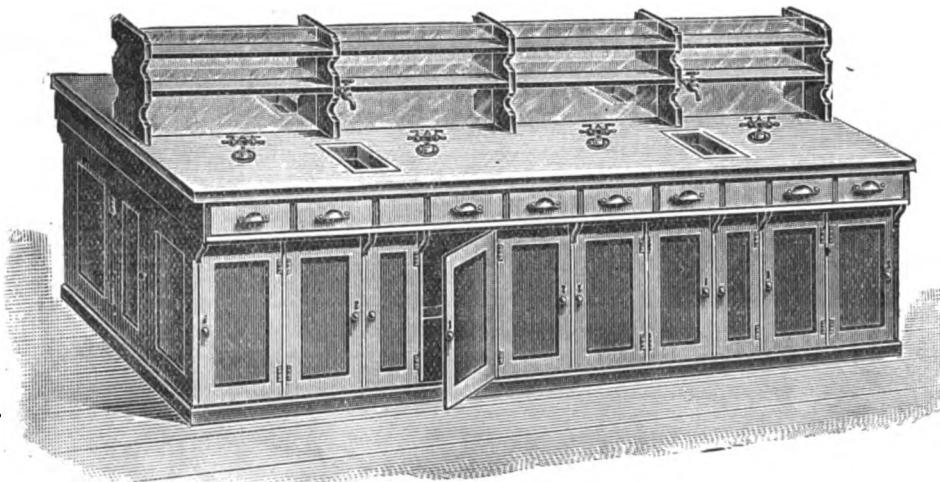
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THE CONFERENCE OF HEAD MASTERS.

THE Conference met at Cambridge, by invitation of the Cambridge University, on Friday, December 20, and Saturday, December 21. It was attended by some eighty head masters and some sixty assistant masters. The Chair was taken at 2 p.m. by the President of Committee, the Rev. H. W. MOSS (Shrewsbury).

The CHAIRMAN congratulated the Conference on holding its first meeting of the new century at one of the two great Universities. With regard to the coming year, all must be deeply anxious that the Government should take in hand seriously the question of secondary education; but they were a party of delays. Full allowance must be made for the difficulties with which the Government had had to deal during recent Sessions, but the fact remained that every year's delay made vested interests more deeply rooted and complicated problems which were before simple. They therefore hoped to see this Session a comprehensive and satisfactory measure, and that a question which belonged to a higher sphere would not be allowed to fall into the vortex of party politics.

The New Education Bill.

The first resolution was moved by Mr. KEELING (Bradford):—

"That the new Local Authority for Secondary Education should be so constituted as to secure for each locality the advantages of higher education, and that, with this view (i.) it should not be constituted by an election *ad hoc*; (ii.) a majority of its members should be members of the County Council; (iii.) it should include an adequate proportion of persons having a practical knowledge of secondary education."

It was clearly the intention of the Government, as far as possible, to decentralize education, and to throw on the Local Authorities the responsibility of establishing and supervising the new secondary schools. As recommended by the Bryce Commission, the interference of the State would be limited to the aiding and the advising of the Local Authorities. The result would be that in the future the influence of the Local Authorities would be paramount, and eventually determine the action of the Central Authority itself. This was what made the constitution of the Local Authorities of such vital importance. Their first duty would be to aid existing schools, and to supplement them when necessary. The grammar schools of England had done, and were doing, a noble work. They kept alive in every neighbourhood a belief in liberal culture; they had maintained an open door for poor boys with brains, and, by associating in one school boys of all classes, they had done much to break down class distinctions and social prejudices. But they had been let and hindered in maintaining their ideal by lack of funds, and it would be the first duty of the new Local Authority to see that grammar schools were properly equipped and financed. It would also be necessary in many cases to modernize the curricula, and so provide a liberal education by means of science. The Government were well advised in taking the County and County Borough Councils as the nucleus of the new Education Authority. These had a good record of educational work behind them, and they were willing to undertake the work. Above all they would be untrammelled by hard-and-fast traditions and cut-and-dried methods. The third point of his resolution needed no labouring before the Conference. All there desired educational experts to be placed on the County Council Committees, and the only question was what proportion they should form. Taking thirty as the full number of the Committee, he would suggest that the County Council should appoint sixteen; of the remaining fourteen, seven should be nominated by the Board of Education, on the understanding that their nominees should have a practical acquaintance with secondary education; the Committee of twenty-three thus formed should then co-opt seven representatives of School Boards, School Associations, &c. The resolution did not commit the Conference to any expression of opinion on the single Local Authority question. It only indicated a constitution of the Local Authority under which the interests of secondary education would be safe.

The Rev. J. BROWN, S.J. (Stonyhurst), seconded the resolution, which was carried unanimously.

The Rev. R. D. SWALLOW (Chigwell) moved:

"That secondary schools should have the right of appeal from the Local to the Central Authority."

It had actually been proposed by certain County Councils to pool the grants earned by schools, and then distribute them at their own discretion, without regard to the merits of the schools. Other County Councils had essayed to enforce their own views as to curricula in opposition to the governing body and the head master. From his own experience of governing bodies he was sure that, if they were put under the iron heel of a Local Authority without the right of appeal, the best men would refuse to sit as governors.

The Rev. A. F. RUTTY (Leatherhead) seconded. The resolution was carried unanimously.

Set Books.

The Rev. Dr. RENDALL (Charterhouse) moved :

"That in all language examinations, ancient or modern, imposed by external bodies, prescribed books should be abolished, and the use of dictionaries, where it seems necessary, allowed."

It was nearly twenty years ago that a similar resolution had been brought before the Conference, and only last year the Conference had affirmed the principle with regard to modern languages. The system of set books was at the present moment disastrous, disintegrating, as it did, all the school work of boys proceeding to the University in their last year.

After some discussion the motion was carried in the amended form :

"That in all language examinations, ancient or modern, imposed by external bodies for entrance to the Universities or professions, prescribed books should be abolished."

Commercial Training in Public Schools.

The Rev. the Hon. Canon LYTTTELTON moved :

"That the Committee be requested to confer with representatives of the London Chamber of Commerce on the subject of commercial training in public schools."

There was a vast amount of ignorance and temporary panic on the question of commercial education. He doubted how far the recent advance of Germany in connexion with England had anything to do with our educational methods. He held rather that Germans had gained in commerce because they could command a far greater number of young men who were willing to take trouble over their commercial work. Again, if there were anything wrong in our education, the fault lay at the door of the Universities rather than of the public schools. The great leaders and employers of industry in Germany were men thoroughly trained in science, not in their school-days, but at the polytechnic and the University. It was not the function of head masters to investigate the recent effect of their curricula upon the commerce of the country, but it was their business to ascertain, from those qualified to speak, the exact state of things. Could the London Chamber of Commerce point to any definite defect in public-school boys who were destined for commerce? If they could, they (the Head Masters) would be willing and eager, if possible, to remedy it. Another object the Committee should have in view was to institute an examination for the commercial boys on their modern sides which would take the same place as the Joint Board Examination did with regard to the classical side. He felt that it was a duty both of schoolmasters and of University dons to place themselves in touch with the commercial world, instead of regarding the interests of culture and of commerce as divergent.

The Rev. M. G. GLAZEBROOK (Clifton) seconded. The ideals of public schools, as a whole, were no longer quite in touch with modern needs. The public demanded a new type of boy, who should combine the moral and the social efficiency of the old public-school boy with a new training founded on recent literature and science. If the Chambers of Commerce believed in their new ideal, let them prove their faith by their works. Let them put their hands in their pockets, subscribe some £200,000 or £300,000, and found a new public school on the model of the German schools. This school should take up the new humanism—not the rival, but the sister, of the old—and he believed that, in five or six years' time, the results would be so satisfactory that they would largely influence the modern sides of all public schools.

Mr. KEELING proposed to add "and the Associated Chambers of Commerce," and, with this addition, the resolution was carried unanimously.

Modern Language Teaching.

The second meeting of the Conference, on Saturday morning, was opened by a paper read by the Rev. G. C. BELL (Marlborough) on "The relative Advantages of different Systems of Modern Language Teaching."

Mr. BELL said that, after years of discussion of the subject on the Continent and America, England had at last begun to show a serious interest in it, mainly in reference to its bearing on commerce. Signs of this growing interest were the proposal to include French and German in Oxford Responsions, and the motion set down for the coming meeting of the Incorporated Association of Head Masters. As a basis of discussion Mr. Bell sketched the five principal methods of modern language teaching recognized by experts : (1) The fine old crusted grammar method.—This had been scotched by Mr. E. E. Bowen in a paper communicated to the Conference some years back. How far it had been killed in public schools he could not tell ; but it ought to be extirpated. For that, however, a better supply of fully qualified teachers was needed. (2) The conversational method.—This was much in vogue in German commercial cities, such as Hamburg and Frankfurt, and had its ardent supporters in England. In the hands of an able teacher it gave the pupils a sense of rapid progress and mastery, but it had the fatal defect of providing little discipline or *pabulum* for the intelligence, and it did not rise above a low intellectual standard.

Dr. Russell in his book on German schools had noted that in the highest classes of the *Gymnasium* Mrs. Ewing's "Jackanapes" and "Tom Brown's Schooldays" were preferred to Shakespeare and Macaulay. (3) The Gouin or psychological method.—This method made good use of the association of ideas, but, like the natural method, furnished little discipline or training for the judgment and higher faculties. (4) The phonetic or reform method.—This was of great use in the elementary stage, when the child's vocal organs were plastic ; but it must be sparingly used in public schools, unless a more liberal allowance of hours were granted to modern languages ; otherwise the more solid elements of linguistic training would be eliminated. The last three methods all set too high a value on conversational fluency. (5) The reading and translation system.—This had till lately prevailed exclusively in English public schools. It might help to discipline judgment, form style, and impart some appreciation of French and German literature, but it lacked vivacity and stimulus. All these five methods contained elements which might be utilized during a school course which lasted till the age of eighteen or nineteen. No scheme could suit all cases, and he would not attempt to draw one up. Preparatory masters might be encouraged to adopt oral methods if the entrance examinations at public schools included a *viva voce* test. The teaching being in an imperfect and chaotic state, there was urgent need of a consensus of expert opinion on such questions as the following :—What should be the aim or aims in teaching modern languages in classical form, modern form, Army classes, science schools, &c. ? What system or combination of systems would be best suited for the several aims of those schools and departments ? What proportion of time should be allotted respectively to classical and modern languages at different stages of education and in different curricula ? And, above all, how was it possible to satisfy the first and most essential condition of improvement, viz., a vast increase in the number of English-speaking men and women adequately trained to teach modern languages ? No system could be considered permanently satisfactory which relied largely on the help of foreigners. Such questions had long ago been discussed and settled in several Continental countries by Central Authorities appointed by Government. Ought we in England to look for help and guidance from a Central Authority ? It would be ungrateful not to acknowledge the stimulus which had been given to reform by the admirable report issued by the Intelligence Department of the Board of Education ; but to publish information was not enough ; they needed leadership to turn it to the best account for English schools. In America such questions were in process of solution by a committee of twelve appointed by the Modern Language Association in 1896. Their procedure, conclusions, and recommendations were set forth in their Report of 1898, from which he had largely borrowed. The speaker concluded by asking if it were possible to organize in England a similar body for similar purposes by the co-operation of the Universities with various associations of secondary-school teachers. It was for the Conference to say whether they considered the proposal likely to be feasible and fruitful. If so, an effort to carry it into effect might be initiated on the spot by an instruction to the Committee to consider and report upon it.

A cordial vote of thanks was passed, and, on the motion of Dr. FRY (Berkhamstead), it was agreed that the paper should be printed at the expense of the Conference, and circulated among head and assistant masters.

Age of Entrance Scholars at Oxford and Cambridge.

The Rev. M. G. GLAZEBROOK (Clifton) moved :

"To call attention to the report of the Sub-Committee on Public Examinations."

He pointed out that the recent practice of Oxford and Cambridge colleges to push back their scholarship examinations into the early autumn had, to a great extent, frustrated the intention of the University Commissioners, who fixed the limit of age at nineteen. Now, it might happen that a boy who won a scholarship last autumn would be nineteen and three-quarters before he went up to the University next October. This state of things was bad for the boys if they were destined for a profession like the Indian Civil Service, and bad for the schools which did not wish to retain boys after nineteen.

The Rev. C. EPPSTEIN (Reading) seconded.

The Rev. the Hon. E. LYTTTELTON opposed. From the professional point of view there was, as far as he could gather, no grievance. The one thing in the English educational system which foreigners admired and envied was the fact that boys of a tolerable age were at the head of the school. Robbed of this, the schools would lose the power of self-government, which was the best feature of the educational system of this country.

The Rev. Dr. JAMES (Rugby) agreed with Mr. Lyttelton. Boys who went up early to the University were the most likely to go to the bad, or at least waste their first two years.

The Rev. H. M. BURGE (Winchester) likewise opposed the motion, on the ground that it would make scholarship examinations even less elastic than they were.

The resolution was then put, and lost by a large majority.

English in Secondary Schools.

Mr. J. S. PHILLPOTTS (Bedford) submitted the following resolution :

"That a higher standard of English should be required on entrance into secondary schools ; and that the study of English ought to receive more encouragement at the schools themselves."

He said a great part of the difficulties with the boys arose from their ignorance of English. Boys who began to learn Latin and Greek and modern languages later in their school life made much more rapid progress than those who had only a slight acquaintance with their mother tongue ; and this latter should be acquired in the preparatory school. Their aim should be to create an interest in English literature, and to encourage the young boys to write letters and essays on various subjects.

The Rev. A. J. GALPIN (King's School, Canterbury) seconded the motion.

The Rev. G. RENDALL (Charterhouse) thought it would be dangerous to say that "a higher standard of English should be required on entrance into secondary schools" without a thorough discussion on the question, which was impossible with the time at their disposal. He therefore moved an amendment to substitute for the words quoted, "that the study of English ought to receive great encouragement at the schools themselves."

The Rev. Dr. ARMOUR (Great Crosby) seconded the amendment.

The Rev. G. C. BELL (Marlborough) thought they might lighten the labour at preparatory schools if they said that no examination in Greek for entrance scholarships should be given to boys under thirteen.

The amendment was lost by a large majority, and the original motion was carried.

Entrance Examinations.

The Rev. Dr. SELWYN (Uppingham) proposed :

"That in examinations for admission into the schools represented at the Conference more weight ought to be given to the attainment of a satisfactory knowledge of Latin than to an acquaintance with the elements of Greek."

He said they ought to lighten the burden of preparatory schools by leaving out Greek in the examination for admission to the public schools, where it could be taken up with more advantage to the boys. The assistant masters in the lower school could then devote more time to English, and perhaps get a holiday abroad and learn French, which could be then much better imparted to their pupils. The elements of Greek might very well be left to boys after the age of fourteen or fifteen in the public school.

Mr. PHILLPOTTS seconded the resolution.

The Rev. Dr. RENDALL (Charterhouse) thought the result of the motion, if carried, would be to kill Greek altogether ; and personally he thought Greek more valuable than Latin.

The Rev. Dr. JAMES (Rugby) said that most schools carried out the principle that more weight ought to be given to a satisfactory knowledge of Latin than to the attainment of Greek on admission to their schools ; but he could not agree to the elements of Greek being left out altogether, for in that case they would not be learnt satisfactorily afterwards. He must, therefore, vote against the motion.

The resolution was lost by eighteen to ten.

"Schools of Science."

Mr. F. J. R. HENDY (Bromsgrove) moved :

"That the new regulations for 'Schools of Science' are deserving of the serious consideration of members of the Conference."

He said that the new regulations for "science courses in day schools" required their very careful consideration. It was provided that "the time-table of the whole curriculum of the school must be submitted to the Board of Education, showing that it makes provision for not less than nine hours per week of science instruction, including not more than five hours' mathematics" ; and that "the instruction in science must be both theoretical and practical." Grants were made for the first hundred students for the first and second years' attendance of 50s., and for the second and third years' attendance of 70s. per head to all schools that came under that regulation. That was very like the curriculum of a modern school, and therefore it was practically a grant to every boy on the modern side of the school. Science teaching had become more and more expensive, and it required a large amount of money to provide the necessary apparatus for it, and this grant would go a long way to pay the expenses where modern science teaching was already fairly well done. As an offer of money it would be acceptable ; but there were conditions attached to the grant which would have to be carefully considered. All these schools would have to be inspected by the Board of Education, and, so far as the present inspectors were concerned, there would be no objection to that. But then came Clause 7, which provided that no grant would be made to the schools unless they were acting in unison with the Local Authority. He did not know whether they looked upon the Local Authority in this connexion as a matter to be dreaded or resisted, but it was evidently a question which required consideration, and especially with regard to the curriculum of the schools.

The Rev. Dr. FRY (Berkhampstead) said they might accept the proposal as it stood, but they must not be taken thereby to have endorsed the future action of the Education Board with respect to any future regulations for inspection.

The resolution was carried, *mem. con.*

The CHAIRMAN moved a vote of thanks to their University hosts for their splendid hospitality, and, this having been seconded by the Rev. G. C. BELL, it was carried enthusiastically.

The CHAIRMAN announced that Dr. Gow (Westminster), Dr. James (Rugby), and the Rev. and Hon. Canon Lyttelton (Haileybury) had been elected on the General Committee of the Conference.

On Friday evening a dinner was given to the members of the Conference and other guests by the Vice-Chancellor of the University and the Reception Committee in the Hall of Trinity College ; and a *conversazione* followed at St. John's College.

MODERN LANGUAGE ASSOCIATION.

THE Annual General Meeting of the Modern Language Association was held at the College of Preceptors on the afternoon of Thursday, December 19, and the morning of December 20. In the absence of the President, Mr. F. STORR, Chairman of Council, was called to the Chair.

The report was read by Mr. A. E. Twentyman, Acting Hon. Secretary. The Association is steadily growing in numbers, sixty-five new members having been elected during the last year. Prof. Napier, of Oxford, has accepted the Presidency for the ensuing year. The Chairman characterized the past year as one of inception. Several important committees were sitting, and steps were being taken to compile a complete list of modern language teachers in secondary schools. The financial statement showed a balance of £10 in hand, but the Hon. Treasurer explained that there were outstanding liabilities on account of the *Modern Language Quarterly*. The report of the Editorial Committee, read by Mr. W. W. Gregg, assistant editor, led to an interesting discussion. Prof. Moore Smith thought that, if the ship must be lightened, the bibliographical section should go by the board, and that, of the other two sections, the scholarly was more important than the pedagogic. Schoolmasters had *The Journal of Education* and other papers wherein to discuss professional questions, but the *Modern Language Quarterly* was the one organ in England representing English, French, and German scholarship.—Mr. Siepmann (Clifton), on the other hand, held that the chief interest of the publication lay in the bibliography, and that, as the schoolmasters vastly outnumbered the professors, their section should predominate.—Mr. Milner Barry said that the editors tried to keep the balance true between the scholarly and the pedagogic sections, but the contributions received from schoolmasters far outnumbered those received from scholars. He wholly disagreed with Mr. Siepmann in thinking that the *Modern Language Quarterly* should be run as the organ of teachers, and he appealed to professors—who, he believed, formed one-fourth of the Association—to send contributions.—The Chairman congratulated Prof. Rippmann on having survived his Herculean labours as bibliographical editor (he had read 2,600 reviews in the past year), and undertook that the question of curtailing this section, the cost of which overtaxed the resources of the Association, should receive the attention of the Committee.

Presentation to Mr. Lipscomb.

The Chairman then presented the late Secretary with a testimonial, accompanied by an address, signed by the eighty-five members who had subscribed. Such testimonials, he said, were too often an onerous *liturgy*, but in the case of Mr. Lipscomb so many members had spontaneously expressed their desire to mark their grateful appreciation of his devotion to the cause that the Committee, even had it willed, could not have opposed the unanimous wish of the members. They all heartily congratulated Mr. Lipscomb on his preferment, though his gain was their irreparable loss.—Mr. Lipscomb expressed his gratitude in a few well chosen words. The testimonial had come to him as a complete surprise.

NEW METHOD OF TEACHING.

Prof. W. RIPPMAAN opened a discussion on "The New Method of Teaching Modern Languages." He said that the title of the subject on the programme, though it expressed what he spoke about four years ago in that hall, was no longer sufficiently elastic. The question was really one of linguistic training. During the last four years he had learned something from books and something from men and women, but he had learned most of all from the children themselves. There were two great considerations which modern language teachers had to bear in mind, and these were that they were teaching living languages to living children. They, therefore, required clear ideas about language, and, above all, about the mother tongue. They also required the earnest study of the child. Great progress had been made of late years not only in Germany, but strikingly in America and in England,

and, though they might be as humanists in opposition to scientists, they must ever be ready to acknowledge the debt which they owed to the scientific work of Darwin and the impulse which the doctrine of evolution had given to all branches of scientific research. The most important consideration was the child itself, and in this respect there had been a great change in their attitude during the last century, due, he supposed, more, in the first place, to Rousseau than to any other man, but it was due also in a very large measure to Pestalozzi. It was he who by his teaching inaugurated the modern spirit as opposed to that of the Renaissance.

Pestalozzi.

It was one hundred years since Pestalozzi published his most important book entitled: "How Gertrude teaches her Children." The leading principles that animated that book were that intuition or knowledge attained directly through the senses was the groundwork of all knowledge; that language ought to be closely united with intuition (*Anschauung*), and taught in connexion with objects by means of exercises in expressing what had been intuitively learned; that the time of learning details was not the time for reasoning and criticizing. In every branch of education they should begin with the simple elements and then continue step by step following the development of the child by a psychologically connected series of lessons. They should dwell long enough on each step for the child to complete the mastery of it. The individuality of the child should be sacred in the eyes of the master. The principle under all elementary and primary instruction was not to make the child acquire information and accomplishments, but to develop and increase the powers of the intellect. To knowledge must be added power, and to acquaintance with facts must be added the ability to make use of them. The relation between master and pupil, especially in matters of discipline, ought to be counted on and ruled by love. Instruction ought to subserv the higher aim of education.

The Mother Tongue.

Froebel's teaching, especially in language, was based on Pestalozzi's, and differed only in details. Both dwelt on the great importance of good training in the mother tongue. There was a growing conviction that no good was done by tinkering. In language teaching the basis must be sound, and therefore the teacher of French and German would never really be successful unless he did his very utmost to help on the reform in the teaching of English. It would be useful to the teacher to consider very carefully how the mother tongue was acquired in the first place. This was important because it was the basis, and gave very valuable hints as to method. The first thing which a child did was to see an object. At a later stage the child connected words with the object. Parents were sometimes careless with regard to the speech of their children. They were careless about such very important matters as the breathing of the child, and the teaching of it to make full use of its lungs in pure air. Parents were careless also in such matters as lisping, and sometimes even encouraged lisping as being pretty. They were also careless about stuttering and other defects. It was never too early to attend to a child's speech. The next step in acquiring the mother tongue was that words themselves came to be regarded as objects, and at the same time came the first rudiments of grammar. All this took place before the appearance of the written language. Upon the appearance of the written language teachers were confronted with a very serious problem, the problem of how to teach English reading and writing. That problem was complicated in the English language by the fact that the spelling was very slightly phonetic and very largely historical, and that the written form tended to obscure the spoken form. Therefore here it was necessary that there should be ear training. Sounds should be regarded as objects. Could English reading and writing be taught on a scientific basis, and yet without phonetic symbols? At one time he regarded such a method of teaching as absolutely hopeless, but now he felt quite confident that there was a method, and he hardly needed to mention what that method was. It was a method due to one of their own members—Miss Dale—who showed an exquisite understanding of the child, an understanding so exquisite that it amounted to genius, and at the same time recognized the claims of the spoken language and the importance of sound ear-training. If a child had been taught on sound lines, it might be expected that it would have attained, among other results, the ability to see and to express in clear terms, both in speech and in writing, what it had seen. It would have also learned to hear sounds and to know their mode of production. Further, the child would have learned to act independently, and would have gained various moral habits of permanent value. Now, as to the teaching of foreign languages. He had recently had the pleasure of reading a chapter which Mr. Eve contributed to a book called "National Education," and nothing in recent years had given him more genuine pleasure than the whole-hearted way in which Mr. Eve had thrown the weight of his authority into the scale on the side of the Association. He was convinced that the work which they were doing was work which should be welcomed by the classical teachers. Signs were not wanting that the activity of modern language teachers was being copied by classical teachers, and that the classical teachers were no longer satisfied with going on in the path of the Renaissance scholars, who regarded the child as non-existent until

it could learn Latin grammar. It would be well for the classical teachers to seek an alliance with the modern language teachers while there was time, and to consider their own methods of instruction before they suggested that modern language teachers should teach their pupils French and German versification.

French First or German?

There was yet another question besides classics to be confronted. If they commenced with the only rational method—that of making a modern language the first one—ought that language to be French, or ought it to be German? The question was a difficult one. French had become respectable through age, and it was an ungrateful task in England to displace anything of that character; but he believed that the displacement of French by German as a first language would come. German was much more suitable than French for early teaching, and there was more kinship between German and English than between French and English. The problem of pronouncing German was far more simple, and the sounds of German were more closely akin to those of English. The mode of representation of German, if not truly phonetic, yet approached the phonetic far more closely than did French. He regarded the reading matter suitable for young learners as much more abundant in German than in French. Mr. Eve, in the article to which he had referred, called attention to the extraordinary survival which gave German an inferior position to French in secondary schools. But a change was already beginning to take place. It took place in America long ago.

Method.

He now came to the question of method. How were they to teach? It was clear that in all their teaching they must interest the child. That meant that they must pass from the known to the unknown, and they must cultivate the intellect. They must also arouse sympathy. In order to arouse sympathy between the foreign language and the child it was important that they should dwell on similarities. They must cultivate the emotions of the child, and bear in mind that first impressions were very lasting. Any method for the early teaching of modern languages which would not stand that test was doomed. The older methods were based on the teaching of the dead languages. It seemed to be accepted that there must be drudgery at the outset. Grammar was all-powerful, and there was no thought of the people who used the dead languages. The grammatical method utterly failed to interest the child, because it left the child practically nothing to do. The translation method was a compromise, and a weak compromise too. The Gouin method, in spite of the steady teaching which had been going on, was more philological than psychological, and was not based on the soundest philosophy. Somewhat nearer to what was wanted was the natural method which had spread in America.

The Reformed Method.

He now came to the reformed method. This was due, above all things, to a better understanding of the child and a more loving sympathy with him. First came the question of the pronunciation of the foreign tongue, and here energy was essential from the beginning. He would give a word of warning at once against that abominable institution, the foreign nurse. From a foreign nurse the children would get neither good pronunciation, nor good grammar, nor a good vocabulary, nor a good moral influence. There were considerable difficulties in connexion with pronunciation. The organs of the English child had been for some years accustomed to produce English sounds, but the organs were still flexible, and, if there had been good ear training in the mother tongue, very great help would be derived from that fact. Great difficulty arose in consequence of the historical spelling of the English language, and in this matter very great help might be got from the use of phonetic transcripts; but he thought that the use of phonetics was by no means essential. Let the foreign language be used as much as possible. A great deal of help might be obtained in pronunciation from the use of the foreign language in the class-room. This use of the language would tend to prevent that false shame which a good many English persons found in later life when they went on the Continent. The vocabulary required to be chosen very carefully, and it must above all things appeal to the child's interest. They must not try to exhaust one department of life before speaking about another. They must not speak about the garden exclusively and give every tree a name before they passed to the kitchen. The child must not be receptive only, but it must be productive. The required result was best obtained by connecting words with objects, and placing objects before the child. How long it took before the child connected the object and the foreign word without translating the word depended on various causes. It depended partly on the receptivity of the child and the number of expressions. What object should be used with the purpose in view? Some recommended the use of chalk and dusters and blackboards, but these were rather mean objects with which to start, and they had no inherent interest. It was, he thought, better to put before the child at once a connective theme relating to simple life. This could be done by means of pictures. The pictures of which he was thinking were a series of the seasons. It might be said that they were not very artistic and that they

were too agricultural. He confessed that they were not artistic in the classical sense, and he hoped that before long they would have something better. But it was good for the town-bred children to have the subject of the country brought before them, even if it was only by means of pictures.

There were three points which he should like to throw out as suggestions or hints, which he could not now develop. Let a point be made of putting sounds before signs, and the spoken word before the written word. Secondly, let it be remembered that no two words were equivalents—not no two words in English and French, or in English and German, but no two words in English. Thirdly, the best starting-point for the study of the various languages was the everyday speech of the people, and not the literary language. He now came to speak of grammar. Grammar dealt with the relation of words. Grammatical exercises were essential and could not be dispensed with, but they would be less irksome if the basis had been good; and here also the pictures would be of considerable service. Children might be asked to consider the picture in different tenses. Exercises in word formation were also very valuable as a help in increasing the vocabulary; but the irregular verbs and inflexions could only be learned by drill. Of this there must not be too much at a time. The use of the foreign language in the class-room would at first resolve itself into a matter of question and answer, and the reading of short narratives and conversation about them, and then writing about them; but here, as everywhere, common sense must be used. They would lose a great deal if they made themselves the slaves of a rule. It was very well to say, "Banish the mother tongue from the teaching of French and German"; but there were cases in which the best teaching would come through the mother tongue. There might be no harm in giving the English word for a thing in some cases. If the teacher came to anything like a complicated problem of grammar, or something in which it would be very useful to compare a phenomenon in English, it would be quite in place to utilize the mother tongue. The use of a bilingual dictionary or vocabulary was to be avoided, as being extremely harmful. The work of translation should not be begun until considerable progress had been made in the foreign language. Translation presupposed a good number of words well known, and a grasp of important grammatical rules. It must never be forgotten that modern languages were an essential part of liberal education. One of the difficulties which stood in the way of the new method of working was that it made it harder to give marks; but the sooner that teachers recognized that marking was a confession of weakness the better; and, as for examinations, the sooner they substituted inspection for examinations the better. It was said that pupils had not enough time for the new method; but the shortness of time was due largely to the desire to teach the beginnings of too many languages at once. But the shortness of time did not affect this subject only. There was no doubt that the teachers for this work must be English, and, above all things, it must be so because the education should be a national education, and a foreigner could hardly be expected to have the proper spirit to inspire the teaching. They must have an ideal set before them. It was more stimulating to have an ideal for which to strive than to devote themselves to tinkering. It was the universal dilettantism which had harmed much of our educational work. This was shown most clearly in the indifference of parents. But there were signs of change, due especially to woman's education. It was early education to which they must give their main energies. In spite of the century which had elapsed, in much teaching what Pestalozzi said still held good: "The education of to-day by its means and methods rather takes us on excursions into what is strange and unknown than develops that which is in us, and which we need as independent beings." What was needed was an education which "renders the child active from the very beginning, makes him produce by his own powers results really his own, preserves his originality, and gives us a man less likely to be a servile follower of the crowd." It was not so much a new method that claimed a hearing. It was the desire to infuse the modern spirit into the teaching. This demanded knowledge of the subjects taught, study of the child, and a sympathetic personality. Of these the greatest was personality, thanks to which much good work had been done, even though the methods were faulty, as a mother might rear her child, making up by using instincts where she lacked in knowledge. There might be objections to this and that detail in the many works which had appeared in connexion with the reform movement, but, taken as a whole, it seemed to be in full agreement with the principles of Pestalozzi and Froebel and more recent friends of the child. The work of Viator and Walter, of Schweitzer, Passy, and Elfstrand, of Alge and, last but not least, of Miss Dale, showed that there were infinite possibilities in the teaching of the living language. It convinced them profoundly of the gravity and the grandeur of the education of the young, and, for bearing their share in the great national work of reconstruction, might it inspire them with courage and hope and energy untiring.

MR. ATHERTON AND MR. VON GLEHN.

After an interval for tea, two papers on "How Far is the New Method Adaptable to English Schools?" were read by Mr. R. P.

Atherton (Haileybury) and Mr. L. von Glehn (Merchant Taylors'). These most valuable contributions, by practical teachers, will appear in full in the *Modern Language Quarterly*. Space prevents us from giving here more than a few of the most telling points.

Mr. ATHERTON dwelt on the initial difficulty of a transition from the old to the new system. The majority of modern language teachers in public schools had not the conversational command of the language essential for a professor of the New Method, and it would be monstrous to dismiss such men, who played many parts besides teaching French or German, as incompetent. The solution lay in starting from the bottom, and extending the method as opportunity occurred. From personal inspection he bore testimony to the linguistic results at the Frankfurt schools and at the Lycée Janson de Sailly in Paris; but we must seek to emulate, not adopt, foreign methods wholesale.

As a reply by anticipation to Mr. Bell's depreciation of the conversational method, the following sentence is apposite:—"To produce a spoken sentence readily, a boy is spurred to make a mental effort much greater and much more rapid than is the case when he has to write it down: he is, for example, forced to train himself to adjust correct person endings to his verbs until this becomes a second nature to him." The one point on which Mr. Atherton disagrees with the reformers is that he finds for the British boy constant practice in translating on paper English sentences into French a *sine qua non*.

Mr. VON GLEHN bore strong testimony to the good results obtained at Merchant Taylors' School by the adoption, less than two years ago, of the New Method in the Lower School. After three terms' work the pupils can understand ordinary French sentences concerning school and school-work, and they can answer questions on such topics in respectable French, though with very varying fluency. They can understand when they read a simple story in French, and they know the essentials of French accidence and syntax. Mr. von Glehn was also strong on the advantages of the phonetic script. It was easily acquired, helped the pronunciation in the first stage, and did no harm to the spelling at a later stage. In conclusion, he moved the following resolution, which was carried:—"That it be an instruction to the Committee to obtain a return of all modern language teachers in the United Kingdom actually teaching classes on the lines of the New Method."

Mr. SIEPMANN professed himself a strong opponent of the New Method in so far as it made colloquial fluency the end and aim of modern language teaching. Speak by all means, but do not neglect grammar and scholarship.

Mr. KIRKMAN congratulated Mr. von Glehn on the results he had obtained under what he knew from experience to be unfavourable conditions. He suggested that, instead of the dull and inartistic Hölzel pictures, pupils should be encouraged to make their own pictures.

Prof. MOORE SMITH denounced Mr. Siepmann as a reactionary. The evidence in favour of the New Method from those who had tried the old and the new, Dr. Klinghart, for instance, was overwhelming. He disagreed with Prof. Rippmann on the claims of German to priority. The English race had been so thoroughly inoculated with the French spirit that French was the easier and more natural language to an English child.

Prof. RIPPMAAN shortly replied, and the meeting was adjourned at 6.30. The members dined at the Café Monico. In the absence of Dr. Mahaffy, the Chair was taken by Dr. HEATH, of the University of London.

DR. MAHAFFY'S ADDRESS.

The PRESIDENT expressed his sense of the honour the Association had done him in electing a stranger to almost all the members. If he knew anything of modern languages, it was owing to his good fortune in having received a practical education, and so escaping the ordinary ignorance of an English public school. He proposed to talk to them concerning the problems which arose from the world's being polyglot, and the best way of solving those problems. He could not help looking back with longing to the golden age pictured by the author of Genesis when all the world was of one speech. Nor was this wholly a poet's fancy. Philology pointed to an age when, among the ancestors of the Aryans, and possibly of Aryans and Semites alike, there was unity of speech. But when they left the cradle of the world's civilization in the plains of Mesopotamia they found a babel of tongues, but with one noteworthy distinction between primitive or savage and civilized races—the savage never seeks to be understood beyond his village; the civilized man is always fusing local dialects so as to form a national language. Thus in Tasmania, which was only two-thirds the size of Ireland, there were at least five distinct languages. In Europe three great nations insisted on speaking three distinct tongues, and these nations were surrounded by a circle of at least five more—Norse, Russian, Greek, Italian, and Spanish, not to speak of half-a-dozen lesser tongues, and, as if that were not enough, they were threatened with the revival of two which they had thought dying or dead—Czech in the East and Celtic in the West. This diversity of tongues formed one of the greatest bars to intercourse, and therefore to civilization; for, though there were undoubtedly compensations in the existence of diverse languages, these only affected the quality, while they vastly diminished the quantity, of civilization. Many attempts had been made to overcome this obstacle to progress and invent a *lingua franca*. Both the Chinese and the Red Indians had succeeded to some extent

by a system of ideographic or pictorial signs. But the first historical solution of which they knew took place in the second century A.D.—say in the time of Hadrian—when Greek held throughout the Roman Empire the same place that French held in the eighteenth century. It was the common language of courts, of diplomatists, of all men of culture. But Greek, by reason of its difficulties and the complexities of its grammar, was foredoomed to give place to Latin, which, as the official language of the Roman Empire, spread over civilized Europe, and long survived in its literary form after it had degenerated or developed into distinct dialects. Now it was giving way to a new, and perhaps a worse, solution. For centuries a man had only to learn one language—Latin—to be understood in any educated society from the Atlantic to the Adriatic. Had the English been a practical people, which they were not, they would long ago have made English the *Handelssprache* of the world. The one thing needed was to conform the spelling to the pronunciation. And, in spite of all our follies in the past, English could not be ousted from its position as the most universal language. Volapük had failed from refusing to recognize this fact. But, though English might seem to us the language of the world's commerce, it would not serve by itself in Europe. Two other great nations—France and Germany—had not only highly developed tongues and great literatures, but they were countries that Englishmen must constantly visit both for business and pleasure, and there was not the smallest chance that both or either would adopt English as a common tongue.

What, then, must be the solution to aim at? For these three nations there must obviously be a trilingual ideal. Each nation must aim at knowing the languages of the other two up to the point of practical use. And what of the outer circle? Well, if the Welshman and the Hungarian showed such silly self-assertion as to refuse to put up public notices in an intelligible tongue, they would simply be boycotted. Assuming, then, this trilingual ideal as a postulate, he passed to the second part of his subject—the principles that should guide teachers in imparting French and German. Hitherto the classical method had prevailed, wherein theory lorded it over practice, abstract grammar over living use. Hence the vast majority of boys and girls who gained certificates and prizes in French and German were absolutely incapable of conversing in these tongues. When he was in Egypt, at the time of the Soudan war, he had found in the whole British army only two men who could speak French or German decently, one a general of seventy, who got his commission before our stupid competitive examinations had been invented, and the other an officer who had been ten years a Prussian dragoon.

For this ignorance the English public schools were largely responsible. His own boys, who had learnt at home to speak German and French fluently, when he sent them to a public school had been put down to the bottom of their class for their ignorance of formal grammar, and reproved by masters whose pronunciation was hardly intelligible. The system of set books was still rampant—editions with vocabularies at the end, to save the cost of a dictionary. In one case with which he was connected, in order to correct this flagrant abuse he had prescribed that every candidate should bring with him a small Littré (Beaujean's abridgement), and, in consequence, for the last three years not a candidate had presented himself in French. In all modern language examinations there should be three tests, and only three—conversation, dictation, and composition. In Ireland they were trying to carry these reforms, but he knew not whether they should overcome the stolid opposition of the old-fashioned gentlemen who were nominated on boards because of their creed, and of the schoolmasters who were wedded, by force of circumstances, to the old vicious system, like the image makers of Ephesus. But there was hope of better things, and the very disturbance of traditional blunders was a sign that their mischief was beginning to be felt.

He could not pass on without saying a word upon the larger and more intellectual uses of trilingualism which would only be attained by this practical reform. Quite apart from examinations and from the practical use of the languages in travel and in commerce, there was the æsthetic gain of reading their great literatures and attaining through them that greater wealth of ideas which distinguished the really cultivated from the provincial intellect. He need hardly tell those present that this æsthetic appreciation of literature was not possible till a person thought in the language, and that a mere dictionary knowledge was no better than an English translation, for, as they all knew, no dictionary could give the flavour of the words, or the associations that clustered about the use and context of the words; and to make out a French or German lyric poem by the dictionary was a very different thing. It was only by the early and habitual use of any language not our own that we could ever even approximate to the meaning of a poet writing for those who felt with him all the delicate shades, all the myriad associations evoked by the mere sounds of his native tongue. Therefore, from this, perhaps the highest, point of view of the uses of learning foreign languages, a great reform in the teaching of French and German was more than ever necessary.

He now turned to a very important consideration which might have already arisen in the minds of the members during this address, and that was the strong contrast which his remarks suggested between the

teaching of Greek and Latin and the teaching of modern languages. Why not as far as possible teach them all on the recognized basis of grammar and set books which any boy could learn and every modern teacher could teach? To this he replied that he did not think that there should be such a contrast, and that he should abolish it by assimilating the teaching of the classical languages to the system which he had shadowed forth. He thought that even in Greek and Latin they missed a great aid to their proper appreciation by not learning them with their ears as well as with their eyes. They should be able to follow the spoken sounds as well as the written symbols. Children should be taught to recite as well as to read the great masterpieces, and he knew of no better test in the knowledge of Greek and Latin than a good and accurate copy of a passage taken down by dictation. He felt that most of them already had the objection on their lips: "What about pronunciation? What about varying theories of speaking Greek and Latin?" So far as individual classes were concerned there was no difficulty. Let the teacher make up his mind as to the pronunciation, and let the scholars be tested by knowledge of that. It was only when teachers had to speak the languages that they would take pains to learn various views set forth by various learned men. But it mattered comparatively little. He had known Byron's "Marino Faliero" acted with emotion and with tears in the brogue of County Donegal before an audience of poor people in the village of Ballybofey. The actors, a local company of amateurs, were fully as much moved as the audience. But he had little doubt that, had Byron been present, even he could not have followed his own dialogue. Yet these poor people got the real benefit out of that fine piece of literature with their rustic pronunciation. So it had to be with French and German. No foreigner could be expected to speak like a native. Now he came to a larger question. If Greek and Latin were to be spoken, it was obviously practical to teach that pronunciation which would be most serviceable hereafter. Let them teach what would make those languages useful to men and women as far as possible, for intercourse as well as for intellectual profit. And here again there could be little hesitation what to do. Greek was still a spoken language, and of those who would still learn Greek when it ceased to be compulsory there were many who might want to use it practically. As a trade language, it was spreading over the Eastern Levant. As a land for tourists, Greece could not but become, in time, another Italy. There were even cases where to learn the colloquial use of Greek might save a man from having to learn several additional languages. As regarded Latin, the case was, if possible, plainer still. There was a general agreement in Europe, outside of England, how Latin should be pronounced. The German, the French, and the Italian all understood one another's Latin. He supposed that the Mass was said by the priests of the Church of Rome with very nearly the same pronunciation all over Europe. Of course, that was the pronunciation to be adopted. It did not matter whether it was exactly what Cicero spoke. For practical purposes it was good enough. He recommended the dictation of Greek and Latin to boys, and, what was more, translation of English read out to them *viva voce* into Greek and Latin. And so with French and German. Let there be far less of pen and paper, and more of the living voice. Thus the education given to the child would correspond with that given to the growing boy, and, whatever imperfections might remain, whatever shortcomings might be felt in the boy's knowledge, it would all serve, so far as it went. This was a great revolution for the pedants. It deposed grammar as an end in itself, and made it only the means of helping one to speak and write more efficiently. No one had a higher respect for scientific grammar and grammar than he had. Madvig, Cobet, Goodwin, and Hermann were great names; but let them read the controversy of G. Hermann and Boeckh, and see the criticisms of Shilleto on Grote, and reflect on the absurdity. Throughout all these various questions which he had been obliged to touch but very briefly, there was one great idea—great because it was not his, but one which all sound thinkers on these matters had always entertained. There was no use in giving to children only enough training in languages to torment them, and not enough to bring them both profit and pleasure; and if, therefore, more attention must be given to them, and a higher standard attained, it was not so much in the quantity of teaching, though that was often deplorably insufficient, but in the quality and in the method. They wanted more practical methods; and they wanted not only the teachers to propose, but the public to accept, the principle that all languages, even the classical, should be learned for use, and not merely to pass examinations. The tyranny of examinations, which had tormented and enslaved youth for the last thirty years, was, he trusted, coming to the end of its vile despotism. Let them hope that, with their liberation from its fetters, not only would the youth of this country have more liberty, more leisure, and therefore more happiness, but that they would receive the just recompense of gratitude from generations yet unborn, and the profound satisfaction of having exploded an unpractical and useless method of instruction.

Mr. DE SELINCOURT read a paper on "The Teaching of English Composition," which will appear in full in the *Modern Language Quarterly*.

Mr. F. STORR wished to thank Mr. de Selincourt for his extremely practical paper. It was one which went to the root of things. It set

the keynote in telling them that English was a modern language, and that even the classics might take an example from the Association as to the way in which Latin and Greek should be taught. He was in hearty agreement with nearly all that Mr. de Selincourt had told them. In teaching English essay-writing, the difficulty which he had found was that there was no foundation to build upon. That was especially so on the classical side. The boys who came to him knew no English literature, and they had never had an essay to write. He was sure that an ordinary Board-school boy in the sixth standard would have produced a better essay than some of the boys who came to him during the last term, and who averaged about seventeen years of age. The curse of essay-writing was the Juggernaut of examinations. A distinguished colleague of his, Mr. Gibson, used to coach boys for scholarships, and, having analyzed the subjects which were set in scholarship examinations at Oxford and Cambridge, he professed to have reduced the possible subjects to twenty—*Esprit de Corps*, Patriotism, Imperialism, and so on. Having composed skeleton essays on the twenty subjects, Mr. Gibson would warrant that any pupil who mastered his notes would be able to write an essay which would help him in getting an Oxford scholarship. What were examiners to do? They must set some general subject, and he did not see how they were to defeat the crammers. He (Mr. Storr) had tried to set essays directly connected with the author or the subject-matter which his pupils were reading, but he had gone beyond that range and had proposed simple moral problems. Such questions interested boys, and some of the best essays which he had received were on such subjects as: "Is it ever right to tell a lie?" Again, school life suggested various themes. One of the last essays which he set was: "Day Schools *versus* Boarding Schools," and another was: "Modern Side *versus* Classical Side." He did not altogether go with Mr. de Selincourt in what was to be expected in an essay. He thought that they ought to expect something more than sublimated conversation. A great deal could be done in the higher classes by imitation as an occasional exercise, not of course as an end and aim, as on the classical side. The highest ideal there was to get a boy to write prose which remotely resembled Cicero or Tacitus. But he did not see why they should not sometimes set a boy definitely to copy Macaulay or even Burke. That seemed to him a very useful form of composition. Why should not a boy, as Dr. Abbott had suggested, turn a page of Clarendon into a page of Macaulay's English? He found a very useful exercise, especially for training the logical faculties, to be the much abused paraphrase. It was said that paraphrase was a doing of good poetry into bad prose. So it might be. But he thought that an art master would have no objection to set a pupil to copy, in black and white, a Raphael or a Titian. Of course, nearly all the beauty of the picture would be gone, but, at all events, it would be seen whether the pupil could reproduce the outline. Nothing would show so well whether there was an absolute misunderstanding of the poetry. As a concrete instance he mentioned that once he set for paraphrase the canto of "In Memoriam" beginning: "So careful of the type." One able boy, who very soon after got an Oxford scholarship, began his paraphrase: "Nature is like a careful compositor in a printing office." Paraphrase was most useful for revealing weak points. Then came the question of time. He had had to teach English literature and English composition in one period a week. The task was absolutely impossible, and he let English literature slide, making the boys read to themselves, and examining them by paper work. It was of no use to set essays unless they were looked over individually, and to look over the essays of twenty boys must take the greater part of an hour. He remembered being asked by Mr. Barnett, of Toynbee Hall, to talk to a large class of Board-school teachers about English composition, and he tried to impress the point that the essays must be looked over and returned with a word of comment on each. He remarked that the work of correction need not take more than two or three hours, and a smile went round the audience. He asked the Chairman afterwards what he had said to provoke a smile, and was told that the Board-school teachers were laughing at the idea that they should have to look over anything out of school hours. He agreed heartily with the view of Mr. de Selincourt that composition must form a part and parcel of the other subjects. Women teachers paid more attention to essay writing than men did, but, if he should not be thought impolite, he would address a word of caution to the ladies. He had noted a tendency towards primness and pedantry. He remembered that, when his own daughters were at a high school, worthless essays written in copperplate got nearly full marks, and good essays sometimes failed to get more than a very few marks, because here or there they were written beyond the line, or had a blunder in spelling or a blot. He was once asked to speak on English composition at a mistresses' meeting, and a list of essay subjects set during the term was put into his hands. He said: "The subjects seem to me unsuitable—for instance, 'Colorization.' How can you expect girls to write anything about that?" The head mistress explained: "Oh! but they had just been having a lecture on spectrum analysis. That is why the subject was set." He was about to apologize, when a small voice from the audience saved him the necessity—"I beg your pardon, but you have misread it. It was 'Colonization.'" Essay writing ought to be begun from the very bottom of the school, and it ought to be linked

with other subjects. That was his general conclusion, and he thought that it was one with which the reader of the paper would thoroughly agree.

Mr. H. W. ATKINSON said that he thoroughly supported what Mr. Storr had said. He did not altogether agree with the reader of the paper that they should limit their subjects to something drawn out of English literature. He had the advantage in his school-days of sitting at the feet of Mr. Storr, and Mr. Storr was constantly drawing subjects for essays from all sorts of sources. By that means he was constantly drawing the attention of the boys to subjects which otherwise might have escaped their notice. That was an advantage which he (Mr. Atkinson) had appreciated more since his school-days than he did at the time. It gave the boys an opportunity of widening their field of general knowledge. He should like to insist on the importance of a more careful teaching of English at the preparatory schools. At the preparatory schools English was almost entirely neglected, and in consequence the public schools were handicapped. Some of the boys who came to the public schools were unable to read English intelligently, and they had not acquired the ability to keep their eyes a line ahead to see what was coming so that they might arrive at the proper intonation of the sentence. English must be tackled at the preparatory schools. A certain amount could be done with regard to what one might call rather difficult reading even with quite young boys. He had tried Shakespeare in the lowest classical form, and the interest which the boys had displayed was perfectly astounding. Some of the keener boys seemed quite annoyed when a boy failed to read respectably. But teachers were handicapped in this matter, as in other matters, by their head masters. He knew of a case in which a teacher asked the head master to allow some time to be given to English composition and essay-writing. "Whatever is the good of that," said the head master; "the boys are not going to compete for scholarships?" Teachers must impress on their masters that English should be at the bottom of their education. Everything was handicapped by the fact that the junior boys were absolutely unable to understand their mother tongue.

Prof. POSTGATE moved: "That the reformed pronunciation of Latin be recommended by the Modern Language Association for adoption by all teachers who desire to teach modern languages to the best advantage." The resolution was seconded by Mr. MOORE SMITH, and supported by Prof. RIFFMANN, Mr. MILNER BARRY, and Mr. STORR, and carried unanimously.

The proceedings concluded with a vote of thanks to the President, moved by Mr. EVE, and to the College for the use of their buildings, moved by Mr. MILNER BARRY.

TRAINING OF SECONDARY TEACHERS.

A CONFERENCE on the present position and prospects of training institutions for secondary teachers was held on Friday, November 12, at the College of Preceptors. Mr. STORR, who was in the Chair, congratulated the College on having brought together so picked a body of experts. The battle of training had been fought and won. There was no longer any need to plead for training. The principle was accepted by all save a few irreconcilables of the older generation. The question to be discussed that evening was the *modus operandi*, and even on this he believed there would be found among professors of the art and science of education a virtual consensus of opinion.

Mr. P. A. BARNETT, H.M.I., opened the discussion. The training of secondary teachers in England bore all the marks of being a native product. It had not been thought out on first principles. Even the leaders of opinion were still so ignorant as to mistake positive science for scientific method, and maintain that physical science was the sole material and the sole gymnastic in education. Secondary training was an offshoot and appanage of primary training. Some sixty or seventy years ago it was discovered that there were not enough men and women sufficiently trained to cope with the growing demand for popular education. Hence the two rival societies which stepped in to provide a supply of teachers; the founders of neither possessed any adequate conception of either aims or means. Secondary training had grown up round the primary, and had been heavily handicapped by the initial mistakes and shortcomings of the latter. People imagined that it necessitated some particular routine, a course prescribed by Government and controlled by a bureau. The extension of primary training to local University colleges had led these colleges to adapt their courses so as to include the secondary teachers. Oxford was the one instance of a separate and independent course provided for secondary teachers. This was the day of small things; but they must not think because the numbers, as shown by the latest return issued by the Assistant Masters' Association, were still few, no progress had been made. An American friend of his had lately visited the greatest of our public schools and been shocked at a frank avowal of its head master: "I know nothing about Pestalozzi, and do not see how I should be the better for knowing anything." But he had assured his friend that such head masters

were now the exception. Should training be post-graduate? That was now the burning question. They could not at present approach the great body of teachers and say to them: "You shall not have a teaching diploma if you have not got your degree." It was not to be expected that men and women who had to earn their daily bread should devote a whole extra year to a severe course of training with nothing in prospect but the starvation wages now offered to them. Prof. Withers, who regretted his inability to attend, had written to him: "Teachers still look on teaching as unskilled labour, for which no special preparation is needed." They would, he feared, continue to do so till they were better paid. If and when registration regulations were made more stringent, there would be hope of progress.

Mr. G. W. ADAMSON (King's College, London) pointed out a seeming inconsistency in the opener's argument. He wished to make teaching a learned profession, and at the same time he urged the lowering of the qualifications for entering that profession, on the ground that many people can do things well while knowing nothing of the rationale. The danger of the close connexion between primary and secondary training to which Mr. Barnett had referred lay in the fact that hitherto elementary teachers had carried on their general and their technical education simultaneously, to the great detriment of both. Training included the art as well as the theory of education, and, if the art was pursued, so much time was necessarily subtracted from general culture.

Mr. M. W. KEATINGE (Oxford) said that, as far as numbers were concerned, the Oxford experiment was encouraging. In the four years since the school had been started it had been taken by 180 students, of whom 120 had been men—several First Classes, and the majority Second Classes. At Oxford students were allowed to take the training course after passing Moderations. The combination of training with reading, even for a pass degree, had not worked satisfactorily, and he had been obliged to advise such students in most cases to come up for another term after taking their degree. The first thing he had to do was to persuade men that the work was worth doing, to set them tasks which would take them eight good hours a day to perform. His chief obstacles had been the absence of any first-rate literature on the subject, especially if the students were ignorant of German. He dared not venture to put into the hands of men who had taken Firsts in Greats the slip-slop compilations which were imported mainly from America, or the English manuals on psychology applied to education. The other difficulty was "the eternal want of pence." Though their numbers at Oxford were as large as, if not larger than, the staff could properly deal with, the school was not, and never could be, self-supporting.

Mr. H. W. EVE gave a brief account of the two efforts made in London to establish a men's training college—that of Mr. H. C. Bowen, in connexion with the Cowper Street Schools; and that of Mr. Findlay, at the College of Preceptors. At bottom the problem was an economic one, and there was a risk of things getting worse by the starting of numerous day schools at low fees, which necessarily implied low salaries. He urged the advantage of learning a subject with a view to teaching it—as, for instance, was now done by many young men who went abroad to qualify themselves for teaching modern languages. It would, he held, be a distinct advantage for a certain class of masters to read for a pass Degree instead of Honours, and study pass subjects from this point of view.

Prof. WELTON (Yorkshire College) said that on the moot point of making training a post-graduate study he had not been able to make up his mind. At the Victoria University terms were kept by attending lectures, and a man who had twenty-five lectures a week could have little time for another subject. Their teaching diplomas were open only to graduates, but the training required for obtaining them might be taken concurrently with the degree course. Against this practice might be set the difficulties of the time-table; the difficulty of putting in any amount of practical work, and the dissipation of interest which a variety of subjects entailed. At Leeds their great difficulty was to get schools to admit their students. Of the three principal boys' schools only one consented, and of the three girls' schools only one admitted them—and that under protest. It was only in rare cases that Victoria students could afford an extra year of study. He thought that the Victoria University should set itself to provide masters for middle-class schools, and leave it to Oxford to supply more highly trained masters for the public schools. He saw no reason why education should be put in a ringed fence; why psychology, ethics, and logic should not form part of the regular degree course.

Prof. FOSTER WATSON (Aberystwyth) gave some account of what was happening in Wales. They had in the Principality ninety-four intermediate schools, with a staff of some four hundred masters and mistresses. An inquiry was now being conducted to find out how many of these four hundred were trained. He believed it would be found that a considerable proportion of the staff consisted of primary teachers. Elementary teachers were now getting trained on the academic side to an extent that few of his audience suspected. Unless secondary teachers looked ahead, they would find themselves ousted by the primary teacher, who was little, if at all, inferior in general culture, and had also received a professional training. He considered the training of elementary and secondary teachers together an excellent

thing for both; only it must be on the highest level. Every secondary teacher should have graduated, and the training should follow the degree. As to the absence of good books in reference to psychology he agreed with Mr. Keatinge, but not in regard to the history of education. They had always Quintilian and Plato to fall back on.

Miss WALKER (Roan Girls' School, Greenwich) enforced the economic aspect. If mistresses were assured that a teaching diploma would add £10 a year to their salaries, they would soon flock to be trained. She would insist that every head master and head mistress of an endowed school should possess a diploma.

Miss WOODS (Maria Grey Training College) diagnosed the causes of the present "slump" in training. People were waiting to see what the Government intended to do, and waiting in the hope of a cheaper State-aided training. Again, the training colleges, like all other businesses, had felt the strain of the war. Constantly applicants complained that the fees were too high. Training was still regarded as a substitute for a degree. A London B.A. to whom a £25 scholarship had been offered had actually proposed to enter the Maria Grey College and be excused the training, which would be of no possible use to her. She (Miss Woods) was strongly in favour of post-graduate training. The ignorance of the students on entering the college was lamentable. She had lately asked the Head of one of the women's University colleges whether any of her students would be entering the Maria Grey next year, and was answered: "No, I have no material at present bad enough for you."

Mr. BARNETT, in a brief reply, referred to the great stimulus that had been given to training by a recent circular of the Board of Education announcing that in the future appointment of inspectors weight would be given to the possession of a teaching diploma.

The CHAIRMAN pronounced the discussion one of the most interesting and practical he had ever attended. His hopes of the future of training were built mainly on a Teachers' Register. It was an open secret that the Consultative Committee had recommended that after a certain date evidence of training should be an essential condition for admission to the Register. The best part of a year had elapsed since that Committee sent in its Report; why was it still stowed away in some pigeon-hole of the Board of Education?

RUSKIN HALL.

IT matters very little at Ruskin Hall whether the visitor wants to view it in the Long or any other vacation. The institution exists for the benefit of working men, aims at bringing them into a real living connexion with England's most ancient University, and for this reason is open all the year round. A new student can arrive or depart at any time that suits his convenience; although, at the same time, it is true that new men usually arrive in batches and on a date concerted with the Warden, Mr. Dennis Hird.

Founded in February, 1899, Ruskin Hall is now in its third year, and may be said to have come off victorious through the perils of early infancy. It lives and flourishes; more than two thousand men and women have enjoyed its benefits and desire its continued existence. There are even hopes that it may one day become self-supporting, although most people who have had anything to do with University education are well aware that proud independence of this kind is seldom aimed at, and still more seldom achieved. Like many another original idea, Ruskin Hall owes its inception to America. There is, indeed, something audacious and startling in the notion of planting a Hall for working men a few doors off St. John's and Balliol, on the noble causeway of St. Giles. There are twenty-two incorporated colleges in Oxford; there are at least half-a-dozen halls, such as Grindle's and Marcon's, not incorporated, and whose relation to the University needs some explanation; there are theological nonconforming colleges, such as Mansfield and Manchester, which are extra-University institutions, a sort of relative-in-law of the *alma mater*; there is a University Extension movement whose usefulness is not confined to any one class. But in all these colleges, these growths *extra* and *intra*, there was nothing for working men until Mr. and Mrs. Vrooman, of St. Louis, founded Ruskin Hall.

And the sorrowful truth of the matter is that these two-and-twenty colleges were never intended for one class. Many of their charters and deeds of incorporation—possibly all of them—show that often the most ample provision was made for the poor man's son: wherever talent appeared, it was to be fostered and cultured. Some of the ancient chronicles of the colleges, such as Brasenose, show us that students were not pampered

with fires in wintry weather, they being directed to run up and down at certain hours to warm themselves. A pennyworth of beef among five of them was thought a very decent allowance. A few revolutions of the wheel of time, and we see the poor man swept right out of Cambridge and Oxford. Indeed, it required a Royal Commission to re-establish a truth patent to the founders of colleges: if the net be not thrown wide enough and far enough, the aim of a University will be minimized and stultified, for the very word implies that it exists not for a class, but for all. The admirable point in old England's character and procedure is that she can go wrong for hundreds of years, grow hoary in evil-doing, but in the end she submits to correction, partially amends her ways, and in the future strives to do better. But for this excellent trait our ancient Oxford would be as dead as Salamanca or Bologna. But since 1850 she has thrown the net wider by her system of scholarships; since 1875 she has shown anxiety to extend her University to populous places, and gather Extension students together in Summer Meetings. And, as a climax to democratic effort, though she has not founded Ruskin Hall, still it is there, and has not gone forward without a word of welcome.

Ruskin Hall is the house of a former professor, Mr. T. R. Green, in which board and lodging is found for some twenty-five working men. They either obtain scholarships or pay the modest sum of 12s. 6d. weekly. The course extends to three, six, or twelve months. The Council hold out no hope to intending students that they will be assisted to "get on," to rise out of their station, to change manual labour for headwork. On the contrary, its founders say quite openly that Ruskin Hall accepts as its motto "Knowledge for the sake of our fellow-men," and declares that the future of our country depends upon the civic education of its citizens.

The work undertaken falls readily into three sections. The first section is the work in Oxford at Ruskin Hall itself. Here from eighteen to twenty-five working men are in residence for the period mentioned, studying such subjects as logic, history, literature, sociology, political economy, psychology, principles of politics, industrial history, &c. Life is on the "plain living and high thinking" plane; not only so, but the house service is performed by the students themselves. Every man, of course, makes his own bed, and then for about two hours the house-work is performed by them. Theoretically, the plan, framed by themselves, is most ingenious. A circle has been drawn and divided into twenty-five segments each filled with a duty, such as sweep, cook breakfast, assist cook breakfast, wash up, and so forth. Very properly, dishes are not washed after every meal; there is one great wash-up daily, on which as many as nine "hands" are engaged at once. To the mere feminine mind this arrangement would seem to breed endless confusion; but the lady who explained these matters to me declared it worked well. She accompanied me to the kitchen, pointed out that the place of every article was labelled, and stated that everybody is intent on seeing things in their right place. Business-like aprons were hanging up ready to be donned. The cooking is done by gas, and the meals are served in the kitchen. At first one of the students did the cooking, but it was found that this duty required more than two hours, and recently a woman has been engaged to undertake the evening dinner—not breakfast or lunch. In the early days the student who was cook was excused all house-work for the following week. I ought to have explained earlier that all duties are changed weekly, so that there is no work of which a man does not enjoy a sample. Of course senior students have some authority in keeping up the standard of work; one of them is always senior delegate, and he has two assistants. It is not given to every man, or woman either, to be neat and deft at house-work, and there is much good-humoured effort on the part of adepts to keep new-comers up to the mark. The breakfast cook attends to the service during breakfast, and takes his own meal after his fellow-students. When twelve new-comers arrive at once, as was the case last August, there is somewhat of an upheaval on board the ship, but a little energy and watchfulness on the part of seniors, aided by the good will of juniors, soon makes things work more smoothly and orderly. Some of the students realize for the first time how unceasing is house-work, and how great the demand on many excellent qualities. A house-meeting is held every Monday, when the work is arranged for the week; this is necessary because there are not always twenty-five students in residence, so that posts require to be combined.

Penalties are rarely imposed for negligence, but when this is the case they take the form of extra work.

During a fortnight's stay in Oxford I made a point of being twice present at the lectures given to the students. Grammar and spelling present considerable difficulties to men educated in the imperfect manner permitted by our elementary system. And it is a safe thing to say that ninety-nine out of every hundred people do not really know the meanings of words they use daily. These considerations are always present to the minds of the lecturers and teachers of Ruskin Hall. Every difficult word is explained; lucidity, the presentation of ideas and not words, is the great aim. The result is so admirable that the method might well be tried with ordinary undergraduates, though possibly the difficulty of the task is such as to deter many word-jugglers from attempting it. It is the custom of the lecturer to exact a certain quantity of written work weekly, and then to spend a short time alone with each student explaining difficulties and giving advice. Up to the present time a hundred and twenty-five students have been in residence at the Hall. They occupy various stations in life, such as masons, engineers, miners, dockers, soldiers, sailors, gardeners, plumbers, and so forth. A Norwegian gentleman, having stayed at the Hall, wrote an article on the movement in a Norwegian paper, and every summer since has brought a number of Norwegians to Oxford. The acquaintance with other nationalities is regarded as highly desirable.

It is a great claim of teachers, and a just one, that they must have time to obtain good results in education. Being persuaded of this necessity, I asked the able Warden and lecturer at Ruskin Hall, Mr. Dennis Hird, whether a three months course really could give any result worth the labour and self-denial entailed.

"Yes," was the reply, "I think the result worth the sacrifice. You may not perhaps help a man to the acquisition of a great sum of knowledge in so short a time. What we may claim to do, and what we are peculiarly successful in doing, is to alter the point of view. One of my chief duties is expounding the theory of evolution. When it is comprehended, it alters entirely a man's relation to life, and it is applicable to every natural science, to history, theology, art, sociology—to what indeed does it not apply? Every day I live, the more do I think this piece of work needs doing." And after listening to two of Mr. Hird's lectures on Spencer's "Sociology" I heartily agreed with him.

The second division of work at Ruskin Hall is the correspondence classes. These are conducted on fourteen subjects, such as English history, sociology, trade unionism, the industrial revolution, co-operative movement, and so forth. The fees are 2s. the first month, and 1s. per month after. The Council firmly believe and act on the wise principle that what people pay for, that they appreciate. Each time an essay is written a shilling must be enclosed for the next one—a system whose excellence can be understood by those who know best our working classes. Already 2,400 persons have benefited by the correspondence classes. The classes are not confined to work in a given subject only; a kindly interest is shown in the students, and friendly letters are written them from time to time. Two educated and thoughtful ladies have been interested in the work by Mr. and Mrs. Vrooman. They have recently come to live in Oxford, and show that devotion to the work which money can rarely command.

The third section of the work is the Ruskin Hall University Extension lectures, by which the Council hope to reach the Great Unconscious, those who at present are scarcely interested in any problems save those connected with the daily routine of their lives. The Extension classes are largely used by officials of trade unions, of temperance, co-operative, and friendly societies—men who require that wider outlook which enables them to see the relation of their necessarily limited institutions to the larger interests of the country. It is no exaggeration to say that the Council have set themselves to realize the great saying of Epictetus: "You will do the greatest service to the State if you shall raise, not the roofs of the houses, but the souls of the citizens."

This important work is made known not so much by advertising as by the agency of trade unions and co-operative societies. An intending student in the correspondence class, being asked the reason why he wished to work at a certain subject, made answer that the institutions just named now

demand of their leaders a higher education and greater knowledge of the world than has hitherto been the case. His idea was that Ruskin Hall could assist him to serve their interests better.

At the present moment Mr. and Mrs. Vrooman subsidize the work to the extent of £500 annually. It is worth noting that the Hall has recently been incorporated and placed under the supervision of a Council of fourteen members; of this number five are prominent officials of trade unionism.

C. S. B.

THE OLD SCHOOL: A FAIRY STORY.

ONCE upon a time there lived a good young King who saw much suffering among his subjects, and wished to do them good; but, being very young, he was not quite sure how to set about the task, and in those days (you must remember that all this happened very long ago) it was not thought wrong that young people should sometimes ask advice from those who were their elders.

So the young King called to him some elders, and asked them what steps he had better take towards leaving the world a little better than he found it. It seemed to them a proper thing that he should do something for the welfare of the young, partly because the King himself was young, and partly because it is more easy to influence the young than those of middle age. After a time people have made up their minds what sort of folk they mean to be; and, though they may not satisfy all other people, they are quite satisfied themselves, and have no wish and little power to change. The young King listened to his elders, and founded a new school in an old city on a site where friars had lived before. Though the school was in a city, there was no crowd as yet; at least trees and grass and country air were not far off. The boys had to live a simple life, for they were very poor; some of them were foundlings, and even those that had parents who acknowledged them had no friends to help them much; and in early days the school was very poor itself, and found it hard to provide the boys with lodging, clothing, food, and education.

The lodging was a little rough; for, after the friars had been driven out, the site had been a sort of "no man's land," and squatters, so to say, had seized the land and made their homes there. The clothing was not intended to be quaint, for it was usual then, and was not meant to make the boys remarkable, and to call forth, as after proved the case, from gutter humourists allusions to a "mustard pot." The food cannot have been luxurious in early days, for men still living—men who were boys there in the first quarter of the nineteenth century—breakfasted, not as a matter of punishment, but always, on plain bread and water; yet they have lived beyond the age of ninety.

It is possible that the education in those early days was of a simple kind. More than three hundred years ago the title of chief teacher was "petty schoolmaster," and his name was (perhaps with reason) Thomas Cutts. It is quite likely that his way of teaching had something in common with that of Gideon when he "taught the men of Succoth." Whatever else was taught, the boys must have learned to take care of themselves, to make their own beds, to clean their own shoes, to wait upon themselves, and so forth. If they had not started in those early days, they could hardly have had ingrained in them as a tradition of the school the habits of neatness and helpfulness and courtesy which had ever distinguished the boys. It was pleasant to mark how at the school sports, a yearly festival, after the sack race, each competitor, as a matter of course, without a special order, neatly folded up his sack in a particular way, and put it with the others. Such habits may be of use in after life, even if the value of an irregular Greek verb (why called irregular?) is not at once apparent. As time went on the green fields were farther and farther off, the school grew richer, the education better, and the site more valuable. So some wise men came forward and said it was folly to lodge the scholars where land was of such value; the site ought to be sold for a mart, and the school moved into the country, where pure air and water might be had for the asking, where might be acquired a chapel to pray in and a field to play in. These wise men added that the old men who looked after the school were all wrong—extravagant and stupid, if not something worse. So the old men were told

to go, new men came in, who bought broad acres in the country, and built a lordly palace for the boys, with many goodly mansions.

But just when the bill was coming in for the new buildings, and the wise men thought to pay it by the sale of the old site, they were sore let and hindered. Some, men of law, said that holy men lay buried there, and to move their bones were a crime. Some, who called themselves philanthropists, said that land was wanted for a hospital, and the needs of boys must be as nothing when compared with those of the sick and needy; others thought that schools might come or schools might go, but ancient buildings ought to be immortal; while yet some more wise men thought, as is quite true, that a city is a crowded, noisy place, and is all the better for a quiet garden here and there, with seats and grass, and goldfish in a pool.

All this is pure fiction, a mere play of the fancy; but, if it so chanced that these inventions were realized in very deed, any one can see it would be rather awkward for the quaint old school founded by the good young King Edward several hundreds of years ago, a school which many boys and men have learned to love.

THE TEACHING OF EUROPEAN HISTORY.

THE importance of the teaching of foreign history, especially that of Europe, in our schools is still far from being recognized. For many years past the teacher has patiently endeavoured to instil the details of English history into the minds of pupils without feeling more than an occasional prick of conscience at the sense of slurring over such events as the Norman Conquest of England, or the Tudor wars upon the Continent, from an uneasy consciousness that the class know nothing of Rollo the Northman, and have but the vaguest notions concerning the struggle for supremacy between Francis I. and Charles V. Possibly, too, he has been beset at times by an uncomfortable qualm that he is, all unwittingly perhaps, allowing his pupils to imbibe the magnificent theory that England alone possesses a history worth recording, and that other nations hold a precarious existence in order that they may be fought with, and triumphed over by her victorious arms.

That such a state of things has so long existed probably accounts for the astonishing lack of interest shown by the majority of young people in a study which, if intelligently worked at, is full of delight and romance. Children, as a rule, have an instinctive dislike for anything that is vague and ill-defined in its impression upon their minds. In the course of reading both English history and many of the historical novels which their elders are often keen to recommend to them, they come across allusions to Charlemagne, the "Christian Princes of Spain," or the "Balance of Power," and they feel uneasily that they are expected to know all about these mysterious matters. But there is nothing about them in their history text-book, and no time to ask for explanations in class. Besides, every one is "supposed to know," and there is a certain sense of shame in inquiry, which infallibly ends in ignorance and confusion of mind. For English children, above all others, need to read their own history, if it is to be read intelligently, in the light of that of other lands. The very isolation of England during her early days, and her ambition and aggressive desire of extension later on, brought into prominence her close touch with Europe at all the turning points of her development. So close, indeed, has been this connexion that the greater part of her history can only be fully understood when we place it against the background of European life and progress. Who, for example, can pretend to grasp the foreign policy of Elizabeth if he knows not the history of France and Holland during the sixteenth century? Who, knowing nothing of the conquest of the Moors and the triumph of the Christian princes, can account for Spain's peculiar position at the same epoch? Instances might be multiplied a hundredfold, and will readily occur to the mind of the teacher of history.

Now, if a firm foundation be laid by a knowledge in outline of the main features of European history, the knotty points of England's story at once are disentangled, and the pupil is able to regard them in a new light. The mind trained to note the growth of the Empire of Charlemagne, or the influence of Greek

(Continued on page 78.)

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The syllabus of the Oxford Local Examination this year will give an *impetus*, no doubt, by its inclusion of "Outlines of General European History," to the study of the subject. But, unfortunately, as some of us think, a period of a few hundred years has been set for study, instead of the whole subject in very general outline. I do not propose to enter here at length into the disadvantage of the study of a "period" without having first realized a "bird's-eye view" of the whole course of progress; but I believe it to be very evident that what is wanted for children of middle school age is that they should see events, and groups of events, in the right perspective as regards their development, rather than the knowledge of details, more or less isolated from their previous and subsequent relations. This can be best obtained by a brief survey of the whole subject, from the beginnings of Greece down to the Franco-Prussian War. Only the most striking characters and features of each century would be noted, and the correlation of cause and effect kept broad and clear. As the countries of Europe come to be considered separately, those would naturally be treated of most fully which take a prominent place in the history of each century. Great movements would be described, and the figures of the "makers" of each section made the focus of the picture. Each country would be closely connected with the rest, geography would be taught as an inseparable adjunct, and, while a profusion of names and dates would be carefully avoided, strict chronological order would be observed. I need scarcely say that such points as touched the history of England would be specially considered.

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E. M. WILMOT-BUXTON.

* An ex-high-school girl once explained to me her hatred of the subject by saying: "I never learnt anything but the Plantagenets; in every new form I hoped to get away from them, but we always began them again."

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OCCASIONAL NOTES.

MR. BALFOUR’S promise of “a very early and a very honourable place” for education has been redeemed in the letter by the King’s Speech, wherein “Proposals for the co-ordination and improvement of Primary and Secondary Education” has the place of honour. How far it will be fulfilled in the spirit is another matter.

“Proposals” is a word of wide connotation; but we read between the lines not a big Bill, but two Bills which may prove big or small. Secondary education will certainly come first as the less contentious measure, and we show elsewhere how the rock which wrecked the Bill of 1896 may be safely avoided. The Duke of Devonshire can no longer plead that he has no mandate. If he reads nothing but the *Times*, he must have noted that the recent resolutions of teachers’ conferences all point to one conclusion—a single County Authority with control over all schools in its area save the privileged non-local. On this head our only fear is that the Bill will not go far enough, that it will limit the educational rate, that it will allow to schools an option of standing out, that it will not enforce on the Local Authority an adequate provision of secondary education. The problem of how to deal with primary schools is much more intricate, but in this case too the teachers are virtually at one. The resolution passed only the other day by the Council of the Teachers’ Guild is a working compromise that should satisfy all but fanatic clerics and the more fanatical anticlerics: “Voluntary schools shall be entitled to rate aid on equal terms, provided always that the Local Authority is represented on the managing committee, and that in the case of the dismissal of teachers an appeal lies to the County Education Committee.” We greatly fear that, even if a Bill on these lines is introduced, time will not be allowed for passing it, and we shall be again put off with a miserable continuation Cockerton Bill.

THE Order of the Privy Council for the establishment of a Register of Teachers was laid (in dummy) on the table of the House on Monday, January 20; on the following Thursday a short *précis* of its contents was given in the *Daily Mail*, and a fuller one in the *Times* of Friday, but at the date when this Note was written even members of the Consultative Committee had not all been able to procure a copy. This leakage or *laches* should give rise to a question in Parliament. It is satisfactory to find that our prognostications of last year have come true almost to the letter. The Register is inclusive, and it will ultimately insist on systematic training as one qualification. These are the two essential points. The list will be alphabetical, but in column A will appear all teachers who hold the Government certificate under the Code. These will go on the register automatically and without fee. In column B will be entered teachers otherwise qualified according to the schedule (of which more anon)—*i.e.*, by a University degree, a teaching diploma, &c. These will pay a registration fee of one guinea and half-a-crown for each subsequent record entered against their names. Lastly there is a supplementary list of special teachers in subjects ranging from music and drawing to cookery and needlework.

AFTER the precedent of the Medical Act, admission for the first three years from June next, when the Register comes into operation, is made very easy. The London Intermediate in Arts or Science, *Qualifications.* Oxford Pass Moderations, the Cambridge “General,” the Licentiatehip of the College of Preceptors, or three years of teaching in any recognized school—all these admit to the Register. But after the three years of grace the qualifications are higher and more exacting. The candidate must possess a full University degree or its equivalent; he must have resided and undergone a year’s course of training at a University or a recognized training college, or have obtained a diploma in theory and passed a year as a student teacher; and he must have taught as a probationer for one year in a recognized school. It is needless to point out what an impetus this regulation must give to the cause of training. Miss Woods and Miss Punnett will no longer have cause to complain of empty benches, nor will Dr. Findlay, should he return to his old occupation, be reduced to one man and a boy.

THE framing and keeping of the Register is entrusted to a Council of twelve. Of these, six will be nominated by the Crown, and the other six elected by the following educational bodies:—National Union of Teachers, Head Masters’ Conference, Incorporated Association of Head Masters, Head Mistresses’ Conference, College of Preceptors, and Teachers’ Guild. The Council holds office for three years; then there is to be a fresh constitution by Order in Council. The Council may have offices of its own, and appoint a Registrar and other officers. It must report yearly to the Board of Education. On this point only the Board has departed from the recommendations of the Consultative Committee, and, in our opinion, altered them for the worse. It seems to us essential that the Consultative Committee, which acts, or should act, as an intermediary between the Board of Education and the teachers, should be represented on the Registration Council, and we hope that the Duke, in his choice of Crown nominees, will make good this defect. Secondly, it is only reasonable that registered teachers should, as soon as the Register is in full operation, elect their own representatives. Doubtless this is the

intention of the Board, but we should like to have seen it in black and white. Assistant masters and mistresses are still "mutum et turpe pecus"; but that was to be expected.

ANYTHING more depressing and disappointing than the presidential address of Dr. Gow to the Incorporated Association of Head Masters it is difficult to conceive. More pessimistic than even the Duke of Devonshire, his tone was also, if possible, more superior. The English don't love learning, and "won't learn or teach themselves." The demand for a Bill was "not really a demand for education." Hence the new Bill "must not be a drastic affair." A series of little Bills every year was what was wanted. In short, a policy of tinkering and peddling was all that the people of this country desire or deserve. Meanwhile, to please Dr. Gow, educational chaos is to reign, constant squabbles between schools and authorities are to be kept going, and no administrator or teacher is to feel that we have at last a sound and stable system comparable with that of Continental nations. For we must "alarm nobody and maintain the public interest in education." This leads us to ask what does Dr. Gow know from experience of the state of affairs for which an Education Bill is required? Nottingham High School (endowment £3,000) wanted neither South Kensington nor County Council grants. Westminster School is still more independent of such mundane considerations. Freedom, variety, &c., with no inspectors to intrude, has been Dr. Gow's (no doubt well deserved) happy lot. But it is not for the great, wealthy, and successful schools that Education Bills are passed; it is for the poor and needy, for the lower middle classes, for the places without schools at all.

THE Association of Assistant Masters in Secondary Schools has completed the somewhat troublesome task of incorporation, and met at St. Paul's School last month for the first time under its new constitution.

The A.M.A. The resultant collocation of letters offers some difficulty to the tongue. We have mastered the I.A.H.M.; but the I.A.A.M. does not go trippingly. We venture, then, to keep the familiar initials A.M.A. The example of some kindred associations—the Teachers' Guild and the College of Preceptors—goes to show that the word "incorporated" need not always be asserted. As a preliminary to incorporation, and, in view of the anticipated expenses of secretarial staff and permanent offices, the Council had already doubled the subscription for 1901. Some anxiety was felt lest this action might seriously reduce the membership, but the annual report is reassuring. The membership is upwards of twelve hundred; and the financial position is sound. The report affords evidence of the hard work of the officers and of the Committees during the past year; while, at the same time, it gives sufficient encouragement to the newly elected officers to press forward with zeal and energy.

THE first resolution on tenure was moved by Mr. T. E. Page. The orator, as Macaulay would have said, was worthy of such a subject. We hope next month to give an authorized edition of his speech. The meeting then settled down to the discussion of a number of resolutions that may be called political in character. These were passed without opposition, and show that the Association is in line with other educational bodies on points of administration. Mr. Arthur Sidgwick followed with a delightful address on "Greek Educational Ideals." It is well

that the Association should remember that its members are not only concerned with educational politics. Mr. Sidgwick described his visit to the meeting as an oasis in the midst of a desert of examination papers. The members present felt that the address was an oasis in the midst of the arid, if necessary, discussions on the constitution and politics of the Association. We have no space to do more than mention that resolutions were passed in favour of a reformed pronunciation in Latin, and of a pension scheme similar to that of the Central Welsh Board. In the evening Mr. Cripps addressed some weighty words of advice to the members present at the annual dinner. Speaking as a member of the House of Commons, he pointed out the need of providing a practical solution of any difficulty before Parliament could be asked to vote on the subject. He mentioned one case in particular. Before the right of appeal to the Central Authority was granted it must be shown what would happen if the appeal was won. Mr. Cripps, and we agree with him, saw difficulties in the way of reinstatement.

AS we feared last month, the resolution of the Head Masters' Conference in reference to appeals from the Local to the Central Authority was intended to cover finance. Dr. Ruttly moved the same resolution in detail at the Head Masters' Association meeting, and made his meaning quite clear. Now the letter from Dr. Gow, embodying the Association's resolution, which was sent to Mr. Balfour, demands this appeal under a complete misapprehension. It quotes 1 (1) of the Technical Instruction Act, 1889, which provides, *inter alia*, "if any question arises . . . as to the amount to be allotted to each school or institution, . . . the question shall be determined by the Department of Science and Art." Now, on reading the debates on the passing of this Act, it is plainly set out that this is a religious controversy, or Church v. School Board section, and was deliberately put in (for it was not in the original draft) to prevent a preference being given to the schools of one denomination over those of another. Further, the "amount to be allotted" was defined by a part of the same section as dependable (only) on the "nature and amount of efficient technical or manual instruction" in the rival schools. Hence the appeal to South Kensington could only be argued and decided on this question of efficiency. But by the Act of 1891—Section 1 (2)—this direction is repealed; hence the whole ground of appeal has been cut away. As a matter of fact, 1 (1) has never been put in force. One or two very small Authorities have been frightened by the threat of it into submission, but the one case, where the Gloucestershire County Council was brought to book by a school of art, simply resulted in a defiance from the County Council, and nothing happened. It is obvious that, unless the new rate is to be compulsory, which it is not, it will not be raised if its allocation is to depend on the outcry of aggrieved schoolmasters and the decision of South Kensington.

MR. A. G. BOSCAWEN'S article in last month's *National Review* should be read side by side with Sir Joshua Fitch's in the *Nineteenth Century*. They will show the dangers that environ a Government that deals with education—not a united Government, as in 1870; but a Unionist Government, which includes Lord Salisbury and the Duke of Devonshire. Mr. Boscawen's article is based on the assumption that parents have an absolute right to demand that their children shall be taught in the State schools they are obliged to attend that religion which they themselves believe, and that anything

which hinders that right is an act of tyranny. Sir J. Fitch shows that no such right is recognized in any other country, and that it is not claimed in the intermediate and higher schools of England. He shows, further, that it is not claimed *by* the parents of elementary scholars, but *for* them, which is a very different thing. Mr. Boscawen cannot away with the Cowper-Temple Clause, which has "crimped and cabined" our national education (whatever that may mean). Sir Joshua shows how smoothly it has worked for over thirty years, and pictures the wild confusion that would follow the substitution of Section 3 in the Education Bill of last year. Mr. Boscawen holds that there can be no real religious education which is not distinctive of a particular creed. Sir Joshua holds that such differences as divide the Wesleyan and the Churchman are unmeaning to the child, and should be banished from a national school.

WHEN, however, we come to compare the rival schemes we confess that the practical politician is nearer the mark than the idealist. Sir Joshua would have glorified School Boards with enlarged rural areas and extended functions. He objects to County Councils on the score that voters will be inclined to regard education as a matter of no more importance than tramways or gas or sewage. The danger is real and serious, but, we fear, inevitable. *Ad hoc* is past praying for. Mr. Boscawen's scheme is opportune as indicating how much the clerical party—or, at least, its left centre—is prepared to concede in return for rate aid, and, therefore, the minimum that must be demanded. One-third of the managers must be appointed by the Local Authority. The appointment of teachers must be approved by it, and, in case of dismissal, there must be a right of appeal. Voluntary schools, equally with Board schools, must admit denominational teachers *ab extra*, the cost of such teaching to be borne by the denomination, which must likewise bear the total cost of the up-keep of premises. This, assuredly, is not our ideal; but it gives us the basis of a possible and passable compromise.

THE County Council of the West Riding of Yorkshire has, in respect of the coming Education Bill, endeavoured to perform the operation attempted by Northamptonshire on the Cockerton Act, and known as "queering the pitch." Seizing the opportunity of having a Council meeting just before the Bill comes on, they passed a resolution urging the Government to limit their Bill to secondary education. This request, be it noted, is not to allow elementary powers to be optional for the West Riding, or any other county which feels itself unwilling or incompetent to exercise them; but that, because the West Riding "won't play," no other county, whatever its needs, is to be permitted to. The reasons given are not convincing. The first is that of the "paramount importance" of an "effective organization of secondary (including technical) education." What is the main obstacle at present to *effective* organization of that part called "technical" over the area of any other county, at any rate? Why, surely, the want of preliminary, sound, general (chiefly elementary) education. The voluntary school managers and the smaller School Boards starve the day schools, and won't start continuation schools. The Technical Committees have no power to aid the former or force into existence the latter. Until the technical and secondary body has, at least, a supervision over these elementary bodies nothing can be done to bring about a better state of affairs. The next argument is our old friend, "controversial issues will be raised." Of course, they would, if anybody

tried to make the County Authority *manage* schools, denominational or otherwise. But no such proposal ever has been made; and how a general supervision over elementary schools, and grants in aid of secular instruction only, just as are now given to grammar schools (many of them denominational), can raise any controversy passes our comprehension.

WE regret that the *Daily News* should have lent its columns to a virulent attack on the Welsh Central Board and all its works, an attack which contains some of those half truths that are even worse than a lie, and defeats its own object by gross exaggeration and misrepresentation. It is true that there is some friction between the governors of certain schools and the County Authorities, and between one County Authority and the Central Board. Were it not so, the inference, in Wales at least, would be that the scheme was defunct. It is true that the Welsh schools, though to a less degree than the English grammar schools, are suffering from the "eternal want of pence," but the "great authority on educational finance" who "declared every county school in Wales to be bankrupt," was either bad or mad. The other charges of rigid uniformity imposed by the Central Board, of establishing an educational hierarchy, of discouraging technical instruction, are fully rebutted in letters addressed by Welsh teachers to the *Border Counties Advertiser*. There remains the apparently just complaint that the system of marking in examinations for county exhibitions is defective. "Parturient mountains have ere now produced muscicular abortions." The gravest defect, as it seems to us—the multiplication of schools beyond necessity—is not touched on.

MR. RUDYARD KIPLING has intensity; but his range of vision is limited, and to nicer distinction he is colour blind. With his ode on conscription, which is boomed in the *Times* of January 4, we are here concerned only as it reflects on national education. Games and game-preserving are, according to him, the two principal causes of England's decline, and the helots of our Sparta are "the flannelled fools at the wickets and the muddled oafs at the goals." A modern Juvenal who will brand no less the battues and deer forests of the classes than the professional football and suburban races of the masses has our sympathy and admiration; but we must distinguish. It is not true that our aristocracy have fought by proxy; the lists of killed and wounded prove that they have hazarded their lives unto the death, and there are few noble families whom the war has not thrown into mourning. Again, cricket and football may be overdone or prostituted till they become an element of demoralization, like the Roman circus—"corruptio optimi fit pessima"—but it will be an evil day for England if ever drill takes the place of school games. Militarism is, after all, a tendency more to be dreaded than athleticism. Far truer and more effective than Mr. Kipling's *flamboyant* rhetoric was the playful satire of Matthew Arnold when he described our upper classes as barbarians. Their defect, as he pointed out, is not in *virtus*, or patriotism; but in *Geist*, or intelligence.

AN enthusiast at one of the recent educational meetings spoke of a paltry couple of millions as being necessary to put the administration of secondary education upon a satisfactory footing; but that the Treasury did not venture to ask Parliament for this trifling sum. It does, indeed, seem a trifling sum for a wealthy nation, provided the need for ex-

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penditure be proved. And that need, we regret to say, is not yet entirely accepted by the man in the street. For instance, the correspondence columns of the *Times* contain a proposal to spend half a million on an opera house, urging, as worthy of imitation, the example of foreign countries. The letter contains an implied sneer at the waste of public money on education, and also calls upon the wealthy individual who spends vast sums annually on racing and hunting. With the demand for a national opera house we entirely concur, as also with the appeal to individual generosity. If the example of foreign countries is to be followed in the one case, it may well stimulate both the Treasury and private individuals in the other. During the past year upwards of fifteen million pounds have been given by wealthy Americans for educational purposes. This implies not only riches and generosity, but also the conviction that money spent on education is well spent. Could we get the same general conviction in England, many difficulties would disappear.

ANOTHER attempt to clip the wings of the London School Board is being made. Three—presumably inoffensive—ratepayers have entered a claim for an injunction to prevent the School Board from spending the rates upon the teaching or training of pupil-teachers. We have not

Cockerton again.

much liking for these round-about methods of attack. Indeed, we sympathize with the School Board under the circumstances. So long as pupil-teachedom remains—we would like to see the system abolished—great care must be taken that the pupil-teachers have opportunity of continuing their education and do not spend all their time in helping the teachers. It is to the credit of the larger Boards that good pupil-teacher centres have been established. In our opinion it would be well if the would-be pupil-teacher were to spend in a secondary school the years previous to admission to a training college; but secondary schools, as a whole, have not welcomed or made arrangements for such a course. Yet the boys and girls must be trained, and the public purse must bear the cost. We have a timid Government, and perhaps the Cabinet is not unwilling to see how far the law or public opinion will support the “Cockerton” point of view before proceeding to introduce proposals for the partial absorption of School Boards.

THE proceedings of a conference on the training of teachers, “as reported in the last number of *The Journal of Education*,” show that, as regards professional equipment, the secondary teachers of this country are, at least, half a century behind the elementary teachers; . . . their methods are as unscientific in principle as they are unsatisfactory in results. . . . The methods are irrational; the practice is, in some cases, absolutely brutal.” So writes the editor of the *School Guardian*. It is good for us to hear the view taken in some quarters of our work. The editor dots his *i*’s by a story of an incompetent master in an expensive preparatory school. We venture to cap his story with one relating to an incompetent teacher in a primary school, and we deduce from the two stories the simple moral that neither residence at a University nor at a training college necessarily makes a man a good teacher. This is our story, given us on sworn evidence:—“What do you know about the Russians?” says the teacher to his class. “Nothing? Well, listen, and I will teach you. The Russians are a cruel people. Now say after me, ‘The Russians are a cruel people.’” The class repeats this in chorus till it is known, and the master then proceeds to deal with the other European nations in the same illuminating way.

A CASUAL comment of the *Outlook* on Mr. Upcott’s appointment to Christ’s Hospital (a personal matter which we see no cause for discussing) has given an opening to Mr. A. J. Spilsbury, of the City of London School, to express his opinion of his colleagues who are known as school authors or as leading members of the I.A.I.S. His experience is that “the talkers and writers on education not infrequently make but indifferent and slovenly teachers, and school-books are often matured, if not actually written, in school-hours. In a word, teaching is a hard mistress, exacting no less than all a man’s time and energy.” That teachers, no less than plumbers, sometimes scamp their work, that a master may preach to others and himself be a castaway, are obvious truths; but Mr. Spilsbury’s generalization is wholly unwarranted and typifies a form of philistinism which we had hoped was almost extinct. The converse proposition, that a master who attends to nothing but his lesson-books and his class, who eschews all politics, and never takes counsel with his professional brethren, is presumably a narrow-minded pedant, would be nearer the truth. Was Arnold a worse head master because he wrote his “*Roman History*” and contributed to the *Edinburgh Review*? Is Mr. Pollard a worse head master because he is on the Council of the Teachers’ Guild and writes essays on education? Were Dean Bradley’s “*Arnold*” or Mr. Arthur Sidgwick’s numerous school-books written in school-hours? Mr. Spilsbury is presumably a young man, and will bear with us if we address to him Coleridge’s reproof: “For shame, dear friend! Renounce this canting strain!”

THAT dispassionate and unbiassed writer, as he professes himself, the Rev. Bernard Reynolds, in *National Education*, figures the Board schools as a Tower of Babel and their architects as godless Titans, who would scale the heavens to make themselves a name, and all at the expense of their neighbours. The Voluntaryists, in contrast, are self-devoted missionaries, who spend, and are spent, for the commonwealth, and, in return, are being bled to death to support the enemies’ cause. To another observer, who is neither a diocesan inspector nor a member of any School Board, the facts wear a different complexion. In the times of ignorance the Church was the only educator, and we are not unmindful of our debt when we contest its claim to a prerogative. As State aid has increased voluntarily subscriptions have declined, and half of these are now given grudgingly and of necessity—witness what is happening in Cheltenham at the present moment—to escape the greater evil of a School Board rate. The religion taught in Board schools perfectly contents ninety-nine parents out of a hundred—there are but fifteen “godless” School Boards in all England—and the parent who clamours for distinctive doctrinal teaching is, if not a fiction of the platform, one of the Peculiar People or some other obscure sect who, under any scheme, would be left out in the cold. If this is a true presentment of the case—and we challenge Mr. Reynolds to traverse it—is it reasonable that the clerical party should arrogate to itself the administration and control of half the schools in England, and that one-third of the country should escape scot free, contributing nothing to national education but a kind of peppercorn rent?

BUT the clergy give what is more precious than gold—their personal service. That we freely allow, and grant, moreover, that there is no better education in the

*Give
the Parson
his due.*

land than that given in a village school where the parson is a man of broad culture who looks upon the rising generation as the most important part of his congregation and knows every child in the parish. Is there the remotest danger that we should, under any scheme, lose the services of such men, or that, whether on a School Board, or elected Board of Managers, or Parish Council, they would not carry weight? It is the divorce of secular and religious teaching that we deprecate. What would Eton or Harrow masters say if their Bible lessons were made over to the Dean of Windsor or the Rector of Harrow and his canons or curates? Again, religious teaching in secondary schools—we have it on the authority of Mr. Reynolds—averages one hour twenty minutes a week. Why in primary schools should it be allotted an hour a day?

A JOINT deputation of the Incorporated Head Masters and the Assistant Masters' Association was received by Sir G. Kekewich on the 15th ult. The object of the deputation was to urge that the question of tenure. tenure of masterships should be referred to the Consultative Committee; and it was suggested that it in turn should appoint a Sub-Committee, with power to add to its numbers. The Head Masters urged the imminent jeopardy if Local Authorities upset the prevailing practice. The Assistant Masters urged the numerous hard cases which had arisen under the "one man" system of the Charity Commissioners. Sir George Kekewich promised to lay the matter before Sir John Gorst and the Duke of Devonshire. Such a reasonable request can hardly be refused. The Consultative Committee, after eight months of vacation, have reassembled to complete their report on inspection. Three or four sittings will suffice for this, and, though busy men and women, they neither need nor desire a second hibernation.

TECHNICAL EDUCATION.

At a meeting of the West Riding of Yorkshire County Council, on the 8th ult., Alderman Sheepshanks pointed out that one of three courses might be adopted in regard to the future relation of County Councils to education—(1) County Councils might have nothing to do with education; (2) they might endeavour to obtain power over education of all kinds; (3) they could ask for the control of secondary education and decline to take over elementary education. The County Council, on the recommendation of its Technical Instruction Committee, expressed the opinion that, if it is proposed to entrust the supervision and management of elementary education in the administrative county to the county authority under existing conditions, controversial issues will be raised, which would be very undesirable. Therefore it would become extremely difficult to effectively supply and organize secondary education, which is by far the most important educational problem before the country at the present time. This resolution has been forwarded to other Councils with the earnest hope that the views expressed will meet with approval and support.

As Mr. E. J. Halsey, the chairman of the Surrey Technical Education Committee, has pointed out, the action of the West Riding has been taken without consultation with any other Council, without the essential preliminary of a full debate at the County Councils Association, and in view of the contrary opinions expressed by the chairman of that body. Mr. Halsey says: "Whatever our views on the nature of the Bill, and no doubt they differ widely in different parts, we must have our eyes open to the fact that other bodies and other persons of great influence and ability, not connected with higher education, are pressing their views on the Government, and that, as statesmen, members of the Government must take all these interests into consideration. I believe also, from conversation with my colleagues in other counties, that it is generally recognized that in education, as in the administration of

sanitary matters or the control of main roads, for instance, what suits our county does not suit another, and that each county should, as far as possible, be allowed to work out its own salvation."

Mr. MACAN suggests, in a vigorous discussion of the subject, that the case of the West Riding of Yorkshire is, in many respects, exceptional. "Dotted over the county, and supplying the wants of suburban districts, are five large county boroughs, with important School Boards. Of the total population of the Riding, 868,324 (practically two-thirds) are under School Boards, leaving 425,329 with voluntary schools. Hence a large majority of the Council have their constituencies covered with School Boards, many of them most powerful bodies." And these bodies have been doing for the county what, in other parts of England, County Councils have been obliged to do. There are counties where the School Boards are small and unimportant; they seldom help in any higher work, and often hinder it. When they carry on continuation schools it is under county regulations, largely by the aid of county grants, and at little or no cost to their own rates. Their absolute disappearance, with their expensive elections and machinery, would be a gain to the ratepayers, and no hindrance to higher education.

THERE is, of course, a wide difference in the circumstances of different counties, and any Bill which neglects to allow for administrative "freedom, variety, and elasticity" is hardly likely to be satisfactory. At the same time, it is difficult to see how the Government can frame a measure which is not uniform in principle. At the meeting of the Association of Directors and Organizing Secretaries for Secondary and Technical Education, held on the 24th ult., the following resolution was unanimously adopted:—"That this Association considers it imperative that the Councils of counties and county boroughs should at once be constituted the supreme supervisory and rating authorities in their areas for both elementary and secondary (including technical) education, and should be furnished with adequate rating powers." In proposing this resolution, Mr. H. Macan made a vigorous and convincing speech. He showed that those who stated that County Councils had, in 1896, displayed a disinclination to undertake further educational responsibilities misrepresented facts. Several County Councils had passed resolutions in favour of the measure of 1896, and the County Councils Association expressed the opinion that County Councils (acting through a Committee) as the Education Authorities, are well qualified to undertake the powers and duties imposed upon them by the Bill.

AFTER suggesting the attitude of the West Riding Council to be like that of the three tailors of Tooley Street, who speak in the name of the British Empire, he pointed out how in many counties a Bill confined to secondary education would be, practically speaking, a dead letter. During the past ten years many County Councils had organized secondary education. But in many rural districts the condition of primary education was deplorable, and County Councils should be in a position to influence it, and to make it lead up to something. Referring to the fear of controversial issues, Mr. Macan convincingly showed that, while elections *ad hoc* for educational purposes invariably involved political and religious differences, the election of Authorities for the administration of various local purposes, among which education had a place, would not raise these issues. The resolution was seconded by Mr. Austin Keen, supported by Mr. Reynolds and other representatives from various parts of the country.

DURING the morning session of the Association's meeting, Mr. C. Courtenay Hodgson (Cumberland) was elected Vice-Chairman for the year, and other officers were appointed. Mr. J. H. Reynolds directed attention to the useful returns obtained by the Association of Technical Institutions respecting the number of day students in technical institutions in this country and abroad. Laboratory equipment and manual training in schools of science were discussed by Mr. C. H. Bothamley (Somerset) and the present system of science and art grants by Mr. Godfrey-Day (Bath).

THE resolutions of the West Riding Council are to be considered, at an early date, by the County Councils Association. The probabilities are in favour of a fairly unanimous vote against the conclusions of that body. As Sir John Dorington well pointed out recently, the tendency was towards a reasonable compromise—the compromise indicated in the Bill of 1896, in the Bill of last year, and in the Technical Instruction Acts. "If they were to do anything practical, they must find an Education Authority which would be capable of administering public funds—by which he meant money raised by the rates or otherwise—fairly and equitably among all parties. Where were they to look for that Authority? He thought it might be found in the County Councils—not in the County Councils in their bare and naked significance, but in the County Councils enriched by specialists added to them by some means or other for this particular purpose."

THREE THEORIES OF THE CURRICULUM— CLASSICAL, MODERN, HERBARTIAN.

By J. J. FINDLAY.

In seeking a form master for the modern side, I hope to find a man who will impart to modern boys something of the culture and the enthusiasm for study which, I am glad to say, is frequently manifested in classical forms, but which, somehow, the course of modern-side studies has been unable to produce.—Letter from head master of a public school to a candidate for a mastership.

Die Geschichte ist die Lehrerin der Menschheit, und wenn sie es nicht wird, so tragen die Jugendlehrer der Geschichte die Schuld.—JEAN PAUL.

The first part of the following argument is offered in dialogue form. C. holds a brief for the classical side; M. is a modern-side master (who, I fear, is somewhat unfairly represented in the dialogue); and H. is a Herbartian. The aim of the paper is to exhibit the Herbartian views in relation to current ideas in our English schools.]

PART I.

M.—I am glad to have the chance of continuing our talk about your German pedagogy, especially as C. is present to take up the cudgels for his dear old dead languages.

C.—Not quite dead, my good fellow!

M.—More's the pity, for they are certainly old enough! But I do not mean to be disrespectful. I was delighted, H., to find you so thoroughly in agreement with Prof. Ward* in denouncing the "faculty" theory. This is the argument which the classical men are so fond of using, especially with regard to Latin grammar and composition, as being such "unrivalled discipline for the mind." I agree with you that the argument is mainly humbug; these people simply plead that Latin and Greek give such an excellent mental training, because they know that they are of no other use whatever!

H.—I do not recollect saying precisely that.

C.—No, of course you didn't, and M. would not say it either if he took the trouble to inquire what classical teachers really do seek to achieve. So far from holding by the "faculty" theory, I am quite prepared, at any rate for the sake of our present argument, to let it go. I confess that I know very little about psychology, and I sometimes fancy that the psychologists themselves know very little more. At any rate discussion is bound to be unfruitful. M. does not seem to care whether the mind is trained or not, and you, H., say that it is sure to get its training whatever sort of a curriculum you provide. I am bound to limit my reply to my own experience, and to assert as a matter of fact that the boys who have had a sound, strict drill in Latin and Greek do often become capable thinkers and scholars.

M.—Have you got statistics on the point?

C.—Please do not worry me. I am retiring from my position; have the grace to let me choose my own line of retreat. I was going to add that I might also plead an argument from the immense number of public men of all kinds who have been reared on the classical *pabulum*, but I know that there is a weak spot in that argument, and I don't want to have John Bright thrown at my head. So I propose to leave the mental faculties alone.

M. (satirically).—Then you abandon the "schoolboy's briar-patch"?

H.—Please let us leave Thring out of our discussion. I have admiration for his loftiness of aim and for his vigour, and I should be the last to depreciate his many services to public-school education; but, if he was as illogical and dogmatic in his form room as he appears to be in his books, I pity his boys' mental faculties. I am glad we all agree to drop the argument from faculty psychology. There is no part of educational theory which is so unsatisfactory, and so barren of results. All the same, I hope that what I said on the subject, as reporting the Herbartian doctrine, did not suggest that Herbartians regard mental development as of small account. On the contrary we must admit that it is of the first importance. For it is the one department in which the schoolmaster reigns supreme. Religious, moral, physical culture—these may be looked after by others as well; but, if the intellect be neglected by the teacher, it will certainly starve. All I urge is that the choice of a cur-

riculum has little or no concern with problems of mental faculty. But we interrupted you, C.

C.—Well, I was simply going to point out, before we leave this topic, that it is a little difficult to know how to define your terms when you speak of these faculties. For example, I regard one of the most valuable results of a classical training to be what I should call the historic imagination—the faculty (if you will let us use the term) of realizing the life and environment of a nation so widely different from ourselves as were the Greeks and Romans. Apart from the classical curriculum I do not see how this "historic sense" can be developed. I am talking here not as a psychologist, but as a classical teacher and scholar, giving my own experience of the value of the classics for this particular purpose.

H.—I see what you mean, and I trust that the theory which I shall presently explain will to some extent satisfy your demand. I question, however, whether our knowledge of this faculty of imagination is sufficiently accurate to enable us to decide that the child must be transplanted into a "classical" atmosphere in order to secure its proper development. We should have to consider, before approving the classical curriculum, whether our mind could not be developed in this direction by being transported to other scenes of history; we should also have to consider whether this faculty might not be too much developed, at the expense of others, by adopting this or that curriculum; and even then we should only have considered a possible "education value"* (based withal upon a problematic psychology) for a curriculum which has not only to meet the demand for mental training, but also the other claims which are pressing upon us, of character-training and of equipment for life. But we are going over old ground. As I said yesterday, the Herbartian holds that every conceivable curriculum will give a fair attention to the various departments of the intellect. And, in reference to the historic imagination, he would say that *any* curriculum which contains a fair share of history and literature, *properly taught*, will exercise this faculty.

C.—I don't know; but, apparently, nobody else does. All I am anxious about is to bring to the fore what I believe to be the distinctive virtues of the classical course; whether you can reproduce these in any other curriculum is not for me to say, but my business is to bring them prominently before our notice. However, let us drop the subject, for I am anxious to hear further. You have given us Herbart's ethical aim as the ideal purpose of school instruction. What sort of a curriculum are you going to choose in order to meet this high demand?

M.—Certainly; that is the point on which everything turns. How are you going to select subjects of instruction which will directly affect moral character?

H.—We will go into Herbart's views presently; let us first of all look at things as they are. How far does your modern side time-table, with its bevy of subjects, meet the case? You give your boy every week a taste of two or three languages, two or three sciences, a little carpentry, in addition to English history, literature and geography, arithmetic, Euclid and algebra. Is there any attempt, in the organization of your time-table, to provide "instruction that makes for character"?

M.—No, certainly not. So far as I know, a modern-side master does not believe in your theory. What Herbart may have to say you will tell us presently; but, apart from Herbart, I do not know any one who has proposed a *workable* plan of instruction that can seriously be said to affect a boy's moral development. Omitting Scripture-lessons, which are a matter entirely apart, I do not see where the morality comes in. No doubt in history and literature lessons something can be done by pointing the moral from events and biographies, but it is really no use attempting to preach in the class-room. I am, of course, open to conviction; but I hold that the moral training of the schoolboy does not come out of the instruction, but out of the personal relationship between man and boy; so far as results in character are concerned, we might be teaching straw-plaiting or Chinese as usefully as arithmetic or German. No, the only sensible reason that I can see for teaching a subject is the *practical* one. I teach my boys in order to give them weapons for life—call them bread-and-butter studies if you like—but these are the things that the boys want, and, if they do not get them at school, they will not be fit to do their work in life afterwards.

* "Education Values" (*The Journal of Education*, November, 1890)—a most valuable contribution to the subject of these chapters.

† Thring, "Theory and Practice of Teaching," chapter viii.

* Compare Ward as above.

C.—I am glad that M. has had the first fling, because he not only exposes the weakness of his own case and the imperfection of the modern-side theory, but he shows complete ignorance of his enemy's position. When M. said just now that the classical man teaches Latin and Greek *simply for the sake of* so-called mental discipline, he was utterly beside the mark. There are, of course, many types of classical master, and M. may have had the misfortune to meet with men who have no better conception of their work; but I can assure him that classical instruction has a far higher aim. The language with us, although in itself it contains valuable elements (*e.g.*, training in taste in the fine art of literature), is mainly a means to something beyond, to something which may certainly be described as moral. We hold that true moral culture can be attained in the course of school instruction by associating the boy's thoughts and feelings with those of the greatest men of the two greatest nations; * Greek art, Greek life, Greek and Roman history and literature should be to the classical schoolboy not merely a whetstone for (his "faculties," but food for his deepest thoughts and his sympathies, raising him out of himself to something nobler.

M.—But, my dear fellow —

C.—Excuse me, I know precisely what you are going to say, and I will plead guilty beforehand. I will admit, sorrowfully, that this *is* an ideal which is far too seldom realized. I admit that the case of the boy who gets nothing out of the classics beyond the nouns and the particles is simply pitiable—almost as pitiable as that of the modern boy—whether or not his faculties are trained by the process. But I think H. will agree with me that the classical idea is a distinctly ethical one, and does meet the Herbartian demand for an "instruction that makes for character." Any one who knows the tradition of the public schools, of Arnold† or Thring, will know what I mean. I do not know what Herbart's scheme may have been, but unquestionably, in England, the ablest public-school men have always had this defence for their strict adherence to the classics, that these contribute directly to the formation of character by bringing the pupil into personal contact with what is greatest and best in the civilization of the Western world.

H.—I entirely agree with you that the classical side has an ideal, while the modern side scarcely professes one at all. But I quarrel with your last sentence: surely "the civilization of the Western world" is not a synonym for Greek and Latin culture! We may seek the origin of our civilization—the foundation, if you will—in Athens and Rome; but seed-time is not harvest.

M.—Yes, these advocates for ancient classics always ignore the few years that have elapsed since the fall of Rome. But that is a trifle. What I object to is the absurdity of professing an ideal which can never be realized. The modern side is more honest; it does not promise much, but it *does* fulfil its engagements.

H.—I wish it did! On the contrary, I assert that the modern side has failed to fulfil its so-called practical aim; and this failure to keep its engagement is one reason for its undoubted unpopularity. It has, as yet, offered too little proof that the modern-side boy is better fitted for "the world" than the classical boy.

C.—Hear, hear!

H.—But let us avoid controversy if we can. C. claims that the aim of classical instruction is an ethical one, but admits that it is very rarely attained. You will also admit (I think) that your classical curriculum is not of much practical value as providing useful knowledge for professions and callings in life.

C. (*shrugging his shoulders*).—Yes, I suppose you have me there. I might perhaps say something of the value of Latin and Greek to a doctor or a lawyer, and of the general social advantage to a gentleman of knowing the learned languages; but we are fallen upon evil days, and I will keep silence; for, even if this plea is valid to-day, it is losing its force year by year.

H.—Very good; that relieves the situation considerably. Now, my dear M., you must concede a little. Suppose that we could discover a curriculum that would confer all the practical benefits which, as you allege, the modern side confers, but at the same time offered an ethical element as well: would you not be disposed to accept it?

M.—Undoubtedly; we modern-side masters have no pre-

judices for any precise table of studies; we came into existence simply as a protest against conservatives like C., who will hold on to Latin and Greek though the heavens fall. The modern side is certainly open to reform; *only* do not suggest to us ethical elements which remain in the clouds! If I *have* to cram for Sandhurst and Woolwich, I prefer to do so without professing an ethical ideal; I leave that to the man who crams for scholarships.

H.—Gently, if you please. A closer acquaintance with good classical instruction would qualify your sneer at its comparative failure. But now, C., I wonder whether you are prepared to concede somewhat more; if so, I really am hopeful of a reconciliation.

C.—I'll do my best; for, if M. and I differ on every other subject, we and all our colleagues have unanimously resolved that bifurcation is a nuisance and a disaster; if we could only abolish the mod—I mean, of course, if we could only settle on a satisfactory compromise—we should weep for joy. So I will certainly concede where I can.

H.—Better and better. I already feel the glow of satisfaction at the prospect of concluding a treaty. The concession I ask is that you will admit the ethical ideal *to have the first place* in your argument on behalf of classical instruction. Setting aside your other pleas as secondary, I take it that you have pleaded for the retention of Latin and Greek mainly because they afford a medium for moral culture.

C.—Undoubtedly; I concede your point. The classics must stand or fall by that argument.

H.—Very good. If, then, I can find you a curriculum that offers the same ideal of culture, with a better chance of realizing it—a curriculum which at the same time meets the (shall we say baser?) demand of M. by fitting our boy for the practical business of life—if I offer you this, will you not prefer it to the classical scheme?

M.—No; it is the last thing he will do.

C.—On the contrary I shall be delighted if you can discover such an Eldorado. But permit me to emphasize the conditional particle.

M.—Of course, much virtue in an *if*.

H.—It is evident that neither of you has much faith in my power as an arbitrator; but you must be cautious, for I have a threat in reserve which may make you more willing to reconcile your differences. I have heard some radicals propose to sink the whole ship, and to wipe out classical and modern sides together; there is plenty of room in the Board schools for the whole crew of you.

M.—We might do worse.

C.—Heaven forbid!

H.—Meanwhile, let me refer you to Herbart, who has been kept waiting so long.

C.—Yes, I am quite curious to see what he makes of the situation. I am a little hopeful that he will not damage me much, because I remember reading that he started boys of nine or ten with Homer.

H.—Yes, you are right. Herbart himself was undoubtedly on your side. I am, however, thinking not so much of his practice, but of his theory, which has been greatly developed since his time, and which, I cannot help thinking, offers an excellent road to reconciliation. We must remember that Herbart himself was teaching and writing ninety years ago, long before the controversy in its present form was heard of in England. The Herbartians, then, hold the same principle as Arnold and Sidgwick* in England, that the historical and literary contents of the classics form their chief value. But they follow the same principle further. As M. reminded us, human interests did not cease when Latin ceased to be spoken. They hold, with Pope, that

The proper study of mankind is man;

but modern man as well as classical man. They set out by taking a general survey of all the subjects that come properly within the circle of school life, and they give the place of honour to those that contain the most of *human* interest; they hold that instruction should help to make boys into men, by showing them how men lived and do live. History and literature, then, if you will be careful to use the words in their widest and highest sense, hold the chief place in the Herbartian system. But the question at once arises: What history and what literature? Hereupon

* See "The Future of Classical Education," by Arthur Sidgwick *The Journal of Education*, June, 1887).

† See Stanley's "Arnold," Vol. I., page 120.

* See above.

follows the next stage of the Herbartian theory—that of the *kulturhistorische Stufen*,* the stages of historic culture. It is held that the child from the cradle to manhood passes through the same steps of culture and spiritual development that the human race has experienced. The child of six or seven is anthropomorphist; his toys are living creatures; the fire is a wicked serpent; the dark wood behind the house is the abode of wicked fairies. Exactly so felt and thought our forefathers at the dawn of history.† If we attempt to instruct the child in these early years, we must come down to his circle of ideas (his *Gedankenkreis*, as Herbart calls it), and give him *all that is best* and that is accessible to our child in the world in which he lives, the world of “animated nature.” Herbart’s own pupils were boys of ten and twelve: here he found the boy nature revelling in adventure and travel; so he chose for their study the richest picture that literature presents from the early days when men were rovers—he gave them the wanderings of Ulysses.

C.—Did he make them read the Greek?

H.—Yes. They had previously been at work on Eutropius, but he made them give up the Latin and plunge straight into the “Odyssey.” But, observe, he laid no stress upon the language as such.‡ If the “Odyssey” had been written in Spanish, it would be just as suitable for the present purpose. The content is everything; the form is nothing. Language-learning in itself is a mere tool, a useful art, a mental and linguistic exercise which should only be imposed upon the pupil for the sake of educational “content.”

M.—Then why not use a translation, or tell the story of Ulysses in English?

H.—Precisely, that is the question that I ask as I read Herbart, and neither he nor his followers give a satisfactory answer. They say, with some truth, that no one can enter *thoroughly* into the spirit of a foreign author and a foreign people without reading him in the original. But this is only partially true—witness the influence of our Authorized Version of the Bible—and, at this stage of boyhood, it is beside the mark. For our primary object here is *not* to enter into the spirit of ancient life, but to enter thoroughly into the best story of adventure that literature affords.

C.—What, then, are the next stages in the child’s development?

H.—The historian of early civilization can trace them for us. After the period of vague adventure and wandering come settlement and national life. In the child this represents the period when he begins to be conscious of social sentiments, of his place in the home, the town, the fatherland. Between the ages of ten and thirteen our schoolboy should be taught to live over again, in crude and simple fashion, the life of his forefathers—necessarily in simple fashion; but in later years, if his culture is continued, he will go over the same ground, reflectively and scientifically, with modern eyes. After thirteen, if he remains at school, he must begin to take a wider view, and look beyond the cliffs of Dover.

C.—This is really most interesting. I begin to see where you are leading us. You are *now* going to introduce our boy to a foreign language, because he is now ready to imbibe foreign culture. As a boy of ten he might read the “Odyssey” in an English dress, because he only wanted the story; but now, if he is to leave the environment of his native land, he must enter not only into foreign history, but into foreign speech, for language is the most distinctive and interpretative possession of every nation.

H.—You have anticipated my course of argument most accurately. As you observe, the boy of fourteen is on quite a different plane from the boy of nine or ten. Ulysses was to us merely a wonderful man on a wonderful ship; Greece was merely a name—Norway would have served just as well.§ If we had attempted, by means of the language, to give the little fellow any real feeling for Greek life and Greek ways, we should

have failed—the child’s *Gedankenkreis* was much too narrow. But now, at thirteen, our task is different. The circle of ideas has widened until it has reached the shores of England, and is ready to cross the water: France lies nearest, then Germany, then Italy and Rome, and last, best and greatest, reserved for the years that are to come, Greece and the Holy Land.

C.—Your theory is beautiful, and whether it is really Herbartian or of pseudo-Herbartian origin does not matter to me. But these analogies are dangerous. Some other system may take its simile from a building, and, erecting the structure of knowledge on the historic foundation, might begin with Greece, and might follow from this point the development of European civilization from age to age,* until we reach the complete structure in the England of to-day.

H.—I can only answer you by appealing to experience. If the theory of the historic stages of culture does not recall any of your own observations on child nature, or any recollections of your own boyhood, you are not likely to be convinced by the harmony of my geometrical figure. Herbart tells you that you must work by *apperception* (the doctrine is, indeed, the most valuable part of psychology for the teacher’s use). You must take your child, at each period of his life, where you find him, and carry on his experience and knowledge to his next stage of development. It is true that you have a certain power over the child and can increase the speed at which the circle enlarges, to some extent, but, after all, you are the servant of Dame Nature and not her master. Now, between the English boy in English dress with English home (add thereto English school and schoolmaster)—between this and old Greek life there is an insuperable gulf, a gulf which can only be bridged over by the proper series of intervening steps. You say that in order to bridge over the gulf the boy must begin Greek early and keep at it for years. The Herbartian (if only the Herbartians would apply their theory consistently) says “No”; the boy can only reach this widest circle by passing in the course of years through the smaller ones; he must gradually learn to see with larger eyes, first the home environment (*Heimatskunde*), town and neighbourhood, then his own people, then his neighbours across the water, then modern Europe, afterwards the world-Empire of Rome, and, lastly, of Greece, the mother of poetry and philosophy. The Greeks are fit companions for men of thought and feeling, *but not for boys*. True, the child may have glimpses here and there of this far-off beautiful land, but he *cannot* enter into possession until he is of age.

M.—So what your theory amounts to is this: History to have the most important place in the curriculum; modern languages to begin about twelve or thirteen with French, to be followed by German, and then, perhaps, the ancient languages.

H.—You are putting the scheme rather too crudely. I do not desire to see the classics driven out of the curriculum, but I hope to see them more and more reserved for the elect—for those select spirits who are not satisfied with the common things of to-day, but desire to drink deep, to seek the spring at its source. To such the ancient form of speech will present no difficulty; having learned already the art of mastering foreign speech by the easier task of learning modern tongues, they will quickly learn the speech of Greece and Rome—all the more because they and their teacher *will feel the need of them*; their mind will be standing waiting, impatient to use this key which is to unlock the richest treasures of the intellectual world. And it may be misleading simply to speak of history as the principal subject. What I have in my mind is rather what we used to call “the humanities,” defining this term in the most generous sense. Out of the enormous mass of events, biographies, narratives, songs, which each stage of culture places at your disposal, you must select the worthiest, and you must add thereto only so much of common “skeleton” history as will

* A scheme of this kind has been sketched in “*Naturforschung und Schule*,” by Dr. Vaihinger, of Halle. He holds that the development of the individual must follow that of the three great epochs of civilization—Græco-Roman, Christo-Teutonic, modern and scientific. Hence, an order of studies: classics, modern languages, natural science. But the conclusion does not follow from the hypothesis. He who first acquires the elements of Latin and Greek, followed by those of French and German and then by chemistry and physics, will not, by this process, have passed through historic stages of culture. To pass through stages in the acquirement of a speech is not identical with the process of entering into the civilization of the people.

* Rein’s “*Pädagogik*,” page 86.

† This theory is, of course, not the peculiar property of Herbartians. It is held more or less distinctly by many modern thinkers. But the Herbartians—and the Froebeliens—have *applied* it to their scheme of instruction.

‡ Read his own account in Felkin’s “*Translation*,” page 90. See also page 150, “*Alte oder neuere Sprachen, das ist einerlei!*”

§ Indeed I am not sure whether our own Teutonic legends may not ultimately be found to be better adapted for this purpose.

serve to keep the thread, and to develop the historic sense. Political history, acquired as facts of knowledge, has no ethical value, no more than the contents of a test-tube. But the story of the world, of humanity at its best, of the best deeds and noblest heroes, told in the best forms of utterance in speech and picture, have the highest value, until they reach their culminating point in the founder of the Christian religion. Define history in such terms, and I claim for it the foremost place in your time-table.

C.—So, then, you hope to settle the controversy between classical and modern by telling both our languages to take a subordinate position. These are to wait until they are wanted to assist in the boy's culturhistorical development.

H.—Exactly; and I trust you are both satisfied. For M. has no doubt observed that my programme does what the teacher must always do nowadays—it has killed at least two birds with the same stone. I have covered the claim of the technical or modern or commercial school by giving a sufficiently prominent place to the two "useful" languages. If the modern side wants to teach one or both a little earlier, it must try and adapt the *kulturhistorische Stufen*; but the boy's circle of ideas will not stretch beyond a certain distance. And I hope both of you will note that, although I seem to be putting the acquirement of languages on a lower level, I mean them to be *properly* acquired when they are once undertaken. But to enter on methods of language instruction would mean an all-night sitting. I only want you not to run away with the idea that I disparage thoroughness and scholarship. My lecture to-day has given me a little courage, and perhaps another time I may venture to take up the parable again, and run a tilt against you both as to your methods of language teaching.

M.—Just one more question, my dear Herbartian. You have not quite satisfied the demands of the Chamber of Commerce or the Technical Instruction Act. What have you done with my bevy of subjects, as you called them—science, mathematics, and the rest? Have you thrown them all overboard? Or are you going to make them join the languages, and bow down before your new Joseph, following humbly the steps of *Kulturgeschichte*?

C.—You sordid creature! One would have thought that the splendid programme of culture from the cradle to the University would raise you above the demands of bread and butter.

M.—Yes; I had almost forgotten both that and my dinner! And, as the latter claim, like the former, is somewhat pressing, I hope Herbartian will be able to satisfy me in the next three minutes.

H.—I will try. Please remember that I have simply been giving you this theory of the historical stages of culture as a possible mode of reconciling two old foes. Now, in my opinion, it is a very plausible theory, but it would be dangerous to take it, as the strictest sect of the Herbartians seem to do, for our only guide to a workable curriculum. We follow it in order to get our instruction on to the high level of culture. History, as we have defined it, stands first, and round it all the other branches of instruction are grouped; they are brought into as many associations with it as possible by another Herbartian principle—that of *concentration*. Every branch is so introduced and developed in the child's mind as to have all possible points of connexion with the drama of history, which forms the central study for each year. So far as I can judge, Herbart himself neglected the *practical* claim of the boy to be equipped for life. It is not surprising that he did so—he lived before the days of the steam engine and democracy. Our task is therefore the harder; for we have to introduce into our curriculum all the bevy of which M. keeps reminding us; and yet our Herbartian principles insist that they must only be introduced at such stages as the child's *Gedankenkreis* is able to bear them, and must be conditioned also by laws of concentration and subordination to the central topic of instruction. By this subordination, so Herbart says, a *unity of purpose* will be imparted to your whole instruction, which will have a most healthy influence on the character, by promoting singleness of aim in the pursuits of later life. Thus one main fault of the modern side will be avoided—the medley and chaos produced on a young mind by a complexity of pursuits. But my three minutes are up, and I fear that the introduction of these new ideas in such a cursory fashion has itself been somewhat chaotic.

C.—Why not put them on paper? I should like to have the chance of thinking the subject over at leisure before we meet again, and, if you can write something which will explain your Herbart a little further, we shall be better prepared to thresh the matter out in discussion.

H.—Well, I will try and put my thoughts into an essay.

(To be concluded.)

CORRESPONDENCE.

"A BARMECIDE SYMPOSIUM OF TRAINERS."

To the Editor of The Journal of Education.

SIR,—As one of the "trainers" present on December 13 at the College of Preceptors, may I—though I did not take part in the discussion at the meeting—be allowed to say a few words in reply to the criticism of "One who went Empty away"?

Your correspondent accuses the speakers of losing sight of the highest ideals in education, of directing the attention of teachers rather to pecuniary gains than to the children they have to teach, and, finally, of being "hopelessly divergent among themselves as to (a) what to do and (b) how to do it." The writer has, I think, either misunderstood the purpose of the meeting, or has failed to grasp the nature of the difficulties which it was summoned to consider. We were, I gather, met together, not to discuss "what to do or how to do it," but to consider how the cause of training may be furthered, and how the difficulties in the way of extending it more widely may be overcome.

Your correspondent suggests that these difficulties would vanish if we would "try a bigger and nobler idea for training"; if we would put pecuniary questions in the background, and try the "power of ideas—generous, lofty, and simple." And we must all cordially agree with him in recognizing the value of an ideal and the ennobling power of a great idea. All those who are doing any training worthy of the name must place before themselves as their first aim to arouse and deepen the enthusiasm of their students—and it is, happily, not a difficult task—and to give them some glimpse at least of the beauty of the child-nature with which they have to deal, and of the height and width and depth of the problems which, as teachers, they have to solve. But, while fully realizing that this great idea is the essential thing, and that matters such as salary, *status* of teachers, and so on form the mere husk or shell of education, we surely cannot afford (either in the schoolroom or in our relations with the world outside) to neglect practical details, and we must still ask how the majority of students are to meet the expense of their training.

It is not quite, I think, as your correspondent seems to imply, a question of seeking and discovering some kind of training which will be attractive enough to induce students to spend their money upon it. As Mr. Barnett says, the battle of training is, to a large extent, fought and won, and the question rather is how students who are eager to be trained can afford to pay for it. I have known many students who—by borrowing money, and in other ways—have strained every nerve to secure training for themselves, and have succeeded in doing so; but I have known many others who have also done their utmost and have *not* succeeded—and it is to these last that the prospect of a larger salary after their course of training would make the expense of that training possible. Would-be teachers have seldom much money at their disposal. Training authorities cannot afford to charge them merely nominal fees; and until most, instead of only a few, governing bodies and heads of schools can be induced to give larger salaries to trained than to untrained teachers I am afraid that a great part of the difficulty will continue to exist.

All who really care for education must be entirely at one with your correspondent in his desire to set up a high ideal of training; but, at the same time, we must spare no effort to clear away the material barriers which prevent the realization of that ideal.

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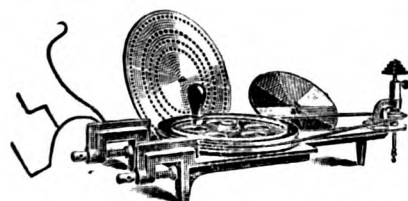
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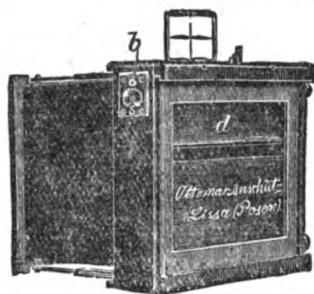
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those, too, in the middle school who have not passed through the lower forms, and these should be provided with a suitable book on general history. It is here that I find our English school library deficient. I do not plead for stories on given periods—we have plenty of those—but for a readable story of the world's history given consecutively. Admirable as are such books as Freeman's "General Sketch," Sanderson's "Outlines of the World's History," and the late Miss Yonge's "Landmarks," they do not commend themselves to the youthful mind, and can only serve as a text-book to emphasize much fuller oral teaching, for which our time-tables do not usually allow.

If Miss Wilmot-Buxton or any of your readers can give me the help of their experience, and tell me where I can find the book that I seek, I shall be greatly indebted to them. Perhaps it has yet to be written; if so, the sooner it is done the better.

E. L.

A SUNDAY AFTERNOON.

To the Editor of The Journal of Education.

SIR,—I have been somewhat amused by the article on "A Sunday Afternoon," which appears in your issue for this month. The writer, no doubt unconsciously, reveals his own incompetence, both as an organizer and as a superintendent of a Sunday school; and then, because he fails, he arrives at the conclusion that the Sunday school is "probably the worst educational establishment in the country," and that "the institution of the eminent Robert Raikes stands in considerable need of repair." Such a conspicuous example of the *non-sequitur* method of argument one was hardly prepared to find on the part of "one engaged in secondary education during the week." But perhaps logic is not one of the items in his curriculum! You might as well conclude that the elementary-school system of the country is a lamentable failure because an individual school has an inefficient head master, and lacks discipline.

But the article in question has its sadder side. It exhibits an *animus* against Sunday schools which has been arrived at upon insufficient data. Your writer has failed, and forthwith he condemns the whole system as a failure.

I dare venture to assert that, while, no doubt, there may be individual schools as inefficient as his own, the article is a libel on the majority of Sunday schools, and a libel also on the great body of Sunday-school teachers (who can point to four Lord Chancellors as having been of their number) to describe them as "incompetents, who cannot teach."

Before your secondary-school teacher again ventures to write in condemnation of Sunday schools, I should advise him to widen his experiences, and not again to argue from the particular to the universal.

January 26, 1902.—Yours faithfully,

R. R. R.

THE NEW METHOD.

To the Editor of The Journal of Education.

SIR,—There are three periods into which the life of a boy or girl at school may be divided—(1) When he or she is a *child* and does not object to be called so; (2) when a "boy" or a "girl"; (3) a young man or young woman, with a transition stage between each. Prof. Rippmann assumes that modern languages are begun only in the first stage, whereas, at any rate in the case of boys, it is usually Latin, and no modern language at all. French may be said to come between (1) and (2), and German in (2) or possibly (3). Hence an appeal to the "emotions of the *child*" hardly holds good in the case of both languages. Though heartily in favour of an earlier as well as more general study of German, I would certainly, assuming the new method is adopted, advocate French as the first to be taught. It is a language that appeals much more to the ear than German, and the grammar is easier.

Though theoretically the new method is excellent in these days of examinations, when a sound knowledge of grammar and ability to translate an easy passage from English are essential, this method will not fulfil what is required of it. If it is to be universal, the whole system of modern language examinations must be changed. I greatly doubt if a young person, taught by this method, when abroad would be able to hold much of a conversation with the natives, or attain much of the confidence and freedom from "insularity" that are expected of him; or even whether, judging from the pronunciation he is often taught, he would be able to understand a native or be understood by him. Moreover, if he is not well grounded in grammar at home, if he takes lessons in a foreign town, from, say, a professor at a *Gymnasium*, he will never be at all. He would be taught the correct word, phrase, or pronunciation; but what training have most foreigners, unless they have taught at an English school, for appreciating the grammatical difficulties of their pupils? I speak from personal knowledge.—I am, Sir, yours faithfully,

H. S. BERESFORD WEBB.

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IT is fondly imagined in educational circles that, apart from questions of time and precedence, the principal obstacles in the way of a comprehensive Education Bill are matters connected with the claims of rival bodies to be constituted Local Authorities, of rival classes of schools for recognition and grants, or at least for eligibility for such, or, possibly, the ever-present religious war between Church and Nonconformity. It is true enough that while expert officials or minor members of the Government are working on the Bill all these points receive attention. But, once the Bill goes to the Cabinet (where it is now), religion, politics, and education go to the wall, and the Bill is being made or marred (possibly wrecked) on the great and serious question of rating. It is assumed that when you touch any question of local government the one point the electors are interested in is their rates. *Inter alia*, one may mention that the one charge against the School Boards which has never been met, is that in their system the rate-raising body is not the rate-spending body.

Now the Government at present has to deal with this point—if elementary education is brought into the Bill, how shall the rates be raised and distributed? One may say at once that secondary and technical education of course will have a limited rate, which is to be raised by the one rating authority in each area—the County and County Borough Councils; and as a Committee of these bodies is alone to be allowed to spend those rates, there is no difficulty of area, incidence, or jurisdiction. But, as regards elementary education, things at present are in such a position that there is none of this simplicity.

In a given county borough we may have eight Board schools and five voluntary schools; the whole area pays the same rate, but only the eight share it. In an administrative county, again, there are twenty School Board areas, covering only one-third of the rate area of the county, and all with different rates, while two-thirds of the county has two hundred and twelve voluntary schools who get no rate and have no rate raised in their areas; in the twenty School Board areas there are, *rari nantes*, some forty more voluntary schools in a similar invidious position to those in county boroughs. Hence it is quite plain that this state of affairs (*pace* Dr. Gow), if touched at all, cannot be tinkered with over a period of years.

Now, the first point to be dealt with is whether the elementary rate shall be unlimited everywhere, or strictly limited in

than if they came in ten lines. Since it is more important to learn five necessary words than twenty-five which are unnecessary, passages selected from books must be rewritten for the purpose of the teacher (e.g., where the original has "ceased to entertain hope," Prof. Jespersen will write "gave up hope." He has in this way simplified Stevenson's "Treasure Island" for Danish boys learning English.)

We now come to the question of the teaching of grammar. As a rule, it is assumed that a boy cannot know the meaning of *je* till he has learnt all the forms of the verb from *je puis* downwards. But it is no more rational to say that one cannot read a book without having first mastered all the accidents of the language than to say that one cannot read one without having first mastered all its syntactical peculiarities, uses of the subjunctive mood, &c. Grammatical difficulties are either concerned with words rarely used or words in common use. The former class we shall leave untouched. But what about irregularities in words of every day (*aller, il va, Mann, Männer*)? Here we must follow the method by which we learn our mother tongue. There is no more difficulty, after all, in learning the meaning of *il va, il allait* than in learning that of any two nouns (e.g., *homme, femme*). Difficulties in the construction of sentences should be postponed. For example, a boy should not be required to master long speeches in Cæsar in *oratio obliqua* till he could understand these speeches with ease if given in the direct form. Even here, then, the rewriting of the author is desirable.

The next question is: "How shall we use our Reader?" According to the old system, when a pupil passed from the exercise-book to the reading-book his business was to learn to *translate*. A sentence would be translated in class four times over for once that it was read aloud. And what were the fruits of this translation method? A boy taught by it could not understand a single colloquial sentence addressed to him, and he never got a *feeling* for the foreign language in itself, half the process of translation being a hunt after the words taken in the order of the mother tongue. Much of the time given to the lesson was spent in correcting barbarisms in the boy's use of his own language; and even so, as Darwin asserts, the system injured the sense of style and idiom in this native language. It rested altogether on the assumption that translation enters into all understanding of a foreign language—an assumption contradicted by daily experience. How many a man will understand without difficulty a sentence such as: "Pour lui il y allait de la gloire de cette maison qu'il servait depuis sa jeunesse," and yet hesitate at once when asked to translate it! To translate a foreign tongue is, in fact, a rarer art than to understand it.

And what were the supposed uses of translation? They may be thus classified:—The uses of translation from the foreign language were—(a) to make the pupil understand the foreign language; (b) to test his understanding of it. Those of translation into the foreign language were—(c) to give practice in the use of the foreign language; (d) to test the pupil's power of using it. It may be said that for (a) and (b) translation was a good way, but not the only good way, to attain the end; and that for (c) and (d) it was a bad way, except for advanced pupils.

For the end (a) what other ways beside that of translation are available? We answer: (1) *immediate perception*—the application of a foreign word to an object present, as a chair or table; (2) *mediate perception*—its application to something represented in a picture. The use of ready-made pictures is common enough in these days. Use may also be made of the blackboard, the pupil drawing the object. A word may often be taught by its context ("une fenêtre, une autre fenêtre"), or by its definition ("veuf = un homme dont la femme est morte"). In certain cases indeed the shortest way will be to translate the word, but these cases will be exceptional.

For the end (b), to test the pupil's knowledge, if translation is used, it must not be made the chief thing, and little attention should be given to a correct use of the mother tongue. It is enough to see that the pupil understands the foreign language. At a late stage in the course of instruction exercises in translation may be useful as a means of showing the difficulty of rendering idiom for idiom—even exercises in verse, especially if they are allowed to be voluntary and a prize is offered for the best.

Then, if the hour is not given to translation, how is it to be spent? The teacher who, at the end of the preceding lesson, has read over the new lesson slowly, with occasional

pauses for explanations, will now read it fluently, with natural intonation—in the early stages sentence by sentence—and require his pupils to read it after him, no halting or hesitating being tolerated. The mere reading will show if the passage is understood. Sometimes the pupils will be made to read, each taking a different character in the piece—this is useful in securing good expression. Reading in chorus and the singing of poems to some simple tune are also useful. Then, with books closed, the teacher will give a sentence and call on some boy at random to repeat it. (Prof. Jespersen advocates the practice of giving one's pupils names in the language taught—Guillaume for William, &c.—on the principle that, so far as possible, only one language should be heard during the lesson.) Sometimes one may make one boy read and another boy translate what he has heard—the same boy should not be called on to use two languages one after another—or the teacher may give a sentence in the mother-tongue and a boy translate it into the foreign language, but this only when the piece is well known. If it is badly done, let the piece be read round two or three times, and the experiment then repeated. But every such attempt at sentence-making should be oral. Nothing should be written except from dictation.

In the following chapter Prof. Jespersen suggests various exercises which are independent of the reading-book. First, he describes exercises in counting and multiplying in a foreign language. As an aid to the ready reading of a date he would have all dates (1896, &c.) in books intended for beginners expressed in words. Then he shows how the teacher may take one of the pieces which have been read and form a series of questions from it, the pupil being called on in each case to reply *in a complete sentence*. Again, an exercise may be made out of a sentence such as "La femme a cassé la marmite," the teacher basing on it a subject-question ("Qui a cassé . . .?"), a verb-question ("Qu'est-ce qu'a fait . . .?"), or an object-question ("Qu'est-ce que la femme . . .?").

In time one may demand from the pupil a repetition of the piece. Then one may construct exercises by requiring that the pupil shall turn singulars throughout into plurals; shall turn a story told of a boy into one told of a girl, or one told in the third person into one told in the first; shall change the time from present to past; shall turn indirect oration into direct, or *vice versa*. Some sentences may be turned from the active into the passive form, or from the positive into the negative.

It is by such exercises that Prof. Jespersen would have the pupil master his grammar, not by learning long lists of forms (tenses, persons, &c.) or words (exceptions to rules). Too often when lists of words are remembered the rule they refer to is quite forgotten. We can trust, in great measure, to the principle of analogy as a substitute for rules. A boy who has learnt "Video virum" will say "Video feminam" without learning a rule that transitive verbs govern the accusative.

The chief difficulty in learning to speak grammatically is the intrusion into the speaker's mind of the idiom of his mother tongue, and it is this which it is the whole aim of the new method to obviate. Even if beginners make mistakes in speaking, we must remember that it is more important our pupils should talk than that they should talk correctly. But it is a great mistake to suppose that the new method is less successful than the old in securing a mastery of grammar. Klinghardt has thrown in his lot with the new system because he could not attain grammatical correctness by the old. Walter tells us that supporters of the old system have been astonished at the correctness of speech of his pupils at Frankfurt. Our motto, then, will be: "Away with lists and rules; practise what is right again and again!"

Instead, then, of abstract rules—generally only intelligible when you see the examples—we shall take as our starting point in grammar *what the child can see*. We must train him to see and to arrange what he has seen, and to draw conclusions. We shall never tell a child what he is capable of finding out for himself. So, if we were teaching a foreign child English, we might draw his attention to the forms *my, mine*, make him collect the cases that occurred in the lesson, and draw a conclusion as to the difference in use of the two forms. Similarly we might lead him to see the different uses of English *do*, or to observe the genders of German nouns or the uses of the French subjunctive. A child so taught will, therefore, not say: "We must have the subjunctive in clauses expressing purpose (§ 226)," but "We find

the subjunctive" in such clauses. We shall not trouble to be exhaustive. Even if the method should take longer than that of teaching by set rules, we must remember that the child is being taught to use a scientific method, and therefore being set on the right path even for original investigation hereafter.

By the inductive method already described, older students may be taught to distinguish the meanings of synonyms in one language or in different languages—e.g., *homme, Mann, Mensch, man, vir*. Walter's plan may also be resorted to of giving the class a sentence and requiring each pupil to write down the same statement in as many different ways as possible.

At this point in his book Prof. Jespersen treats of that part of his subject which probably interests him most—the use of phonetics to the modern-language teacher. Reason and experience alike show that, with the aid of some phonetics, we shall secure a much better pronunciation than we shall do otherwise. If it be asked: "What is the use of troubling about pronunciation at all?" we reply: (1) We may have to speak the language; (2) even for a fine perception of its literature a good pronunciation is necessary; (3) it is even a guide to remembering the differences between similar words—e.g., *joli* and *jolly*.

How then shall we teach a good pronunciation? Discarding the haphazard way, which leads to such poor results, in our first lesson of all we shall give a little explanation and demonstration of the formation of different sounds. In this a looking-glass will be useful. Children are not scared by it, though school-masters are. This done, we shall take up a passage and read a page or two rapidly and with as complete a reproduction of the foreign intonation as possible. Then, beginning at the beginning again, we shall take each word singly, give its meaning, and write it on the blackboard phonetically, explaining each symbol used. We shall pronounce every sound (even every consonant) by itself. Some children, especially if they are very young, need no more; they can at once imitate the sound of the foreign word. Often, however, we must aid a pupil to pronounce a new sound by showing him how to use his speech-organs. If his ear is at fault, we can help him to see the difference between the foreign sounds and those familiar to him by pronouncing a sentence of his own language as a foreigner might do who introduced his native sounds into his English. For the mere purpose of learning single sounds phonetic writing is not indispensable. Its main use becomes clear to us if we see that mistakes in pronunciation fall into two classes: (a) mistakes in *forming* sounds, as when one says "pang" for French *pain*; (b) mistakes in *applying* sounds, as when one pronounces German *fuss* as short or *nuss* as long. Class (a) have nothing to do with spelling; they are mastered once for all. It is as a preventive of the mistakes which come under class (b) that phonetic writing is most useful. It will be said that we still cannot dispense with a teacher. That is true: a teacher is needed to show the right intonation of a sentence. If it is further said that phonetic writing aims at an excessive exactness, we shall reply (1) that, for elementary teaching, we use a phonetic instrument of a far simpler kind than we should use for scientific purposes; (2) that, in fact, we do aim at giving our pupils a better pronunciation than most teachers are content with. And experience shows that by our method this is not difficult to achieve.

Languages may be learnt according to four methods: let us consider them in turn. The first method is that in which all the instruction is given orally. This method is a very slow one, and is chiefly suited for the individual instruction of a very young pupil. The second method is that in which the teacher, apart from his oral teaching, uses only the recognized orthography of the foreign language. This method obliges the teacher to be constantly correcting orally mistakes due to the misleading influence of the orthography. The third method is that in which the teacher uses the recognized spelling and a phonetic spelling concurrently (as when a reading-book is in ordinary spelling but the pronunciation of the words is given phonetically in a glossary). On this method it is difficult to prevent the pupil confusing the two forms, so that, as a result, his spelling and his pronunciation are equally imperfect. The fourth method is that in which for a certain time a phonetic alphabet alone is used. This method has the advantages that the pupil encounters one difficulty at a time, and learns to read the new language fluently before he is brought face to face with the non-phonetic orthography. Having de-

termined to follow this method, we shall need phonetic texts; once having them, we can require from our pupils that they shall read intelligently and with good expression from the very beginning.

If the question is asked: "Must the pupils learn to *write* phonetically?" we reply they will write phonetically, certainly; but no *learning* to write is necessary. To take down a passage from dictation will merely mean a clear seizing of the foreign sounds they hear. How long, it will be asked, shall we use only the phonetic spelling? To this question no decided answer can be given. The time at which the pupil shall be introduced to the current orthography must depend on circumstances. In some cases Prof. Jespersen has used solely phonetic spelling for a whole year; in other cases for a shorter time. But a child learns so much more of the language when untroubled by difficulties of spelling that it can be laid down that a child who has used phonetic spelling for two years and has given half a year to orthography will know more than one who has given half a year to phonetic spelling and two and a half to orthography—i.e., half a year more on the whole. The use of a phonetic alphabet is, it must be remembered, a great stimulus to minute observation. Many teachers are scared at the thought of the difficulty they will have when pupils—so far accustomed only to the foreign language in its phonetic form—are, for the first time, introduced to it in its ordinary spelling. But all who have watched this process of transition are astonished at the ease with which it is effected. This ease is due to the two causes—(1) that children accustomed only to the phonetic spelling have a sharpened observation for the divergencies from the phonetic form which they now encounter; (2) they are tackling one difficulty at a time.

What assistance, then, is the teacher to give at this stage? He will put before them in orthography a passage already familiar to them in the phonetic form, and he will go through it word by word. In French he will now, for the first time, have to explain the use of the accents and of the *cedilla*. Then the class will spend an hour on noting and classifying the new forms. They will then be exercised in reading a book and copying passages out. After this they will be called on to write out from memory a sentence in orthography. After a quarter of a year the child will be as firmly grounded in his spelling as any pedant could desire, and more firmly grounded than ordinary children are after several years of learning the language. Meanwhile phonetic writing will not be dropped; the reading of phonetic texts will be kept up, and every new word will be represented to the class phonetically. In the increased use made of phonetics we may mark one of the chief educational advances of our day.

So far we have dealt with the more elementary stages of modern language teaching. What are we to do with pupils who have passed these stages? Prof. Jespersen answers: Make them *read*—read more and more, read better and better books, and not merely what is best from a literary point of view, but what will give the best and most favourable impression of the foreign nation whose language is being studied. This reading will be partly rapid reading, partly slow and careful reading—with every possible gradation between these extreme terms. To speak, first, of rapid reading. From the very beginning some pieces may be read less carefully than others—read, and not *learnt*; and an odd month now and then may be given to some story. A good teacher may be able to induce his pupils to read a book at home. The words will not always be looked out, but the pupil will attain facility in catching the sense, and the teacher will talk over the book afterwards with those who have read it. In some German schools all the pupils read the same book at home, and are called on to write an essay on it at the end of the time fixed. But more valuable still is slow and careful reading, combined with conversation on the subject-matter. We are not satisfied that our pupils should be able to talk only the chatter of the drawing-room. Then they must have essays to write—but on a narrowly defined subject, so that they cannot confine themselves again and again to the same little stock of words and expressions.

Such, then, is the method of teaching which Prof. Jespersen advocates. In a concluding chapter, he discusses in turn the chief hindrances which exist at present to the adoption of such a method. Though he has his own country in view, much of what he says will apply equally to England. The first is the little time allowed in the schools to modern language teaching.

Greek and Latin must be driven out from the schools. But, before that takes place, much may be done; and, the better results the modern language teacher attains, the more will he be listened to. The second hindrance is the cutting up of the pupils' time by a multiplicity of subjects of study. This is a great cause of waste of time, especially to those pupils who leave school early, before getting more than a short way in each subject. The maxim "Let each thing be done well, and one thing at a time," applies especially to the study of languages. Each language that is being learnt must have plenty of time given to it in the week, and not till two years have passed should another language be imposed on the pupil. When a language has been thoroughly studied for two years, very little time will be required afterwards to keep it up. As to the age at which a pupil should be first introduced to a foreign language, we can only say: Let it be rather too late than too early. The third hindrance is the requirement that pupils should every day be marked individually. This, of course, applies especially to Denmark. The fourth and worst hindrance is the examination system. This system gives an undue advantage to a mere crammer, and under it every teacher is hampered in his teaching by the question: Will that be asked? But we need not wait for changes in the examination system before reforming our method of teaching. To learn to produce one's knowledge of a language is the best way to take in the language. Even if one's pupils do not get full credit for their extra knowledge, one has at least a good conscience—not to speak of the pleasure which the work has brought both to teacher and class.

This is Prof. Jespersen's exhortation to teachers:—

Teach in the right way, and all the work done will be full of life and light; and, when the examination comes, your pupils will know more than if you had from the beginning paid exclusive attention to examination requirements. One's pupils really learn most when they have an inkling all through that all they do is something useful and valuable, and not too far above real life, as they in part know it, and in part begin to have some conjecture of it.

He adds a piece of practical advice:—"Do not be induced by the examination system to leave to the end the going over again of the work learnt. Keep going over it while it is new, and so you can keep your pupils fresh by reading new work with them right up to the examination."

The fifth and last hindrance lies in teachers themselves. The calibre of teachers is, however, being raised. "The time will soon have gone by when to become a modern-language master it is enough to have taken a degree in law or theology—to have studied Tacitus and Plato—and, by way of amusement, to have read some volumes of the *Revue des deux Mondes* or some novels of Freytag or Paul Heyse." But, at present, too little is done in the way of furnishing teachers with the means of improving their knowledge of a foreign language by going abroad among those who speak it. Poor pay and long hours lead naturally to a teacher's looking merely to examination results. But some teachers there will be who will break away from the ruck, even though they realize the increased demands which better methods of teaching will make on their time. We see around us signs of progress, and the Shakespearean utterance taken by Prof. Jespersen as the motto of his book is daily justified: "This was before a paradox, but now the time gives it proof."

G. C. MOORE SMITH.

"RECOMMENDED TO BE READ."

EXTENSION lectures are by now in full swing all over the country: our centre has started a course on the Renaissance in Italy. At the opening lecture I noticed a singular thing—the lecturer was so very proper and conventional in the books he recommended for study. Are University guides afraid of "the young person," or are they morally straight-laced? Why, for example, did our lecturer omit Cellini's "Autobiography" from his list of desirable books to be read? I can only suppose that poor Benvenuto is "improper"; for no one would dispute the value of his "Memories." Possibly lecturers believe that women, who chiefly compose their audiences, have no sense of humour, and are afraid they would be shocked. Perhaps that is why ours advised us to read "The Prince," at the same time carefully labelling its contents; all good women, he remarked, were rightly shocked at its tone. I wonder what

he would have said of one woman who thoroughly enjoyed that very same tone.

Still that reason won't account for the choice of novels: "Romola" finds a place on the list, while "The Cloister and the Hearth" is rejected. I should have thought that both were equally valuable so far as matter is concerned; while, as for manner, "The Cloister and the Hearth" is alive, whereas "Romola" is only a fossil. No, that is rather hard on the fossil. "Romola" was composed in the valley full of bones: bone was laboriously fitted to bone, the flesh came upon them, and the skin covered them; but, alas! no happy wind breathed upon the image thus made; the breath of life passed it by, and it never lived. I asked our lecturer why he thus discriminated. "The Cloister and the Hearth," he admitted, "is certainly a great historical novel, but I would not rank it as a work of art with 'Romola.' Do you find all these melodramatic adventures with robbers entertaining?" I did, and do, on long winter evenings beside the fire; but that is wandering from the point. I gave up the argument, seeing we were looking at the question from opposing sides.

It is not for me to criticize a great writer's work; I can but record a personal impression—to me the novel does not tell a live story. To change metaphors, the wires that move the puppets are only too visible. But I have a special grievance against the heroine—her love was such a poor affair. It disappeared altogether when Tito sold her father's library. Now love, real love, wouldn't do that—it clings to the individual in spite of the sin. In fact, love isn't love at all unless it can go down to hell with the object beloved.

Romola was a noble woman, but her nobility was responsible for much of her husband's ill-doing. She despised him, and he knew it. Scorn drove out love and with it all power to redeem.

George Eliot has given the obverse of this very finely in "Middlemarch." The wretched Bulstrode does not dare make a clean breast of his ignoble past to his wife: she hears of it from others. She locks herself first into her room to say good-bye to the old pleasant life and gather strength for the humiliation that lies before her; then she goes to her husband and puts her hand in his. There is a charming feminine touch in the description. Mrs. Bulstrode has been a leader of fashion in her little world, but, when she is ready to go downstairs, she puts on a plain black dress and net cap, symbols of her resolve to share her husband's disgrace as she had shared his prosperity.

But I ought not to cavil at book lists, for I owe a debt of gratitude to Extension lecturers—did not one of them introduce me to De Quincey? He was a fine reader, and in a fortunate moment it occurred to him to read us "Our Ladies of Sorrow." The stately roll of the sentences was perfectly fascinating, and I hurried off to the free library for more. There is a delightful edition there, presented from some gentleman's library by his widow, and I was the first person to take it out. How I enjoyed myself for weeks afterwards! The lecturer had preserved a discreet silence, and left me to discover for myself that murder was one of the fine arts. I have a weakness for fine phrases—for the sound rather than the sense, I am afraid. When I get hold of an exquisite quotation I roll it about on my lips like a child with a bullseye.

It is because of this weakness that I don't love Browning as I ought. Years ago I came across his description of an angel—"Thou bird of God." I thought it pretty till I read of "Pucel divino," and then the enchantment vanished.

Mr. Maddocks, the free librarian, and I are great friends. He comes to me for advice about the new rubbish, and I go to him for the old treasures. The volumes I borrow are always clean: often I have the pleasure of cutting the leaves open. People talk a great deal of the abuse of free libraries; they forget that everywhere there are a few people—in the minority, I admit—who like solid reading and who can't afford to buy expensive books. I believe it pays for a town to give these people the literature they want. I mean it pays financially; for these men are worth helping. It's just the same with Extensionists, who are a trying race, I admit; but among them there are always some genuine students, real lovers of literature.

I went to the lecture with one of the high-school mistresses who told me a curious story of a girl, about eighteen years old, who came to her to be coached for an examination. "What history have you read?" she asked. "I never did any history at school," was the answer; "but I have two University Extension

certificates." She had attended one course of lectures on Irish History and another on the History of the Renaissance. It is difficult to realize the state of mind in which these two periods hang in isolation and darkness. Would it be possible to choose two periods more dependent on other knowledge for their comprehension? I fear she cannot be classed among the real lovers of knowledge.

Cecil Vincent.

REVIEWS AND MINOR NOTICES.

The Life of Pasteur. By RENÉ VALLERY-RADOT. Translated from the French by Mrs. R. L. DEVONSHIRE. 2 vols. (Price 32s. Constable.)

Few more fascinating books than this biography of one of the greatest men of France and of the nineteenth century has it been our good fortune to read. The writer studiously and discreetly keeps himself in the background; from the book itself we learn next to nothing of him—only one letter addressed to "My dear René" tells us of Pasteur's affectionate regard for him—but on every page we see clearly the admiration and the love and the worship of the pupil for the master; and, as we read, we, too, catch the infection: we sorrow with Pasteur at the grave of his Camille; we sympathize with him in his struggles against ignorant and, too often, selfish opposition; we rejoice with him in his triumphant success; and, when we reach the last page, we say to ourselves: "Surely he was the most lovable of men!"

Louis Pasteur was born on December 27, 1822, at Dôle, but not long after his birth his father, who was a tanner, removed to Arbois, and it was here that all his childhood was spent; it was here that all his home affections centred; it was from here that, in October, 1894, he started on his last journey to Paris, where, on Saturday, September 23, 1895, at 4.40 in the afternoon, surrounded by his family and disciples, very peacefully he passed away.

It is remarkable that Pasteur's first attempt at standing alone should have ended in failure. In 1838 he went to Paris, to a preparatory school for the *école normale*, kept by M. Barbet, like himself a *Franc-comtois*, and he was accompanied by his friend Jules Vercel. But his home sickness was so acute and, evidently, so incurable, that M. Barbet thought it his duty to inform his parents of his state of mind, which threatened to become morbid, and he was removed. But when, after passing his examination at Dijon for the *baccalauréat des lettres* and the *baccalauréat des sciences*, he returned to Paris in 1842, to the same boarding school, but this time as a student-master, there was no weakness, no shrinking, left in him, and to his parents, who were naturally anxious as to the temptations by which he was surrounded, he wrote: "When one wishes to keep straight one can do so in this place as well as in any other; it is those who have no strength of will who succumb." Strength of will was ever afterwards one of the chief features of his character.

When admitted to the *école normale* he spent the greater part of his spare time either in the library or in the laboratory of the Sorbonne, of which, at that time, J. B. Dumas was the head. It was here that he first became interested in those *tartaric* and *paratartaric* acids the study of which first caused his name to be heard within the walls of the Institute, and may, indeed, be said to have given the direction to the studies which afterwards made his name to be heard over the whole world. We wish that we had space for the full account of his interview with J. J. Biot, the mineralogist, then seventy-four years old. We cannot refrain from giving the final scene:

"So you affirm," said Biot, "that your right-hand crystals will deviate the plane of polarization to the right, and your left-hand ones will deviate it to the left?"

"Yes," said Pasteur.

"Well, let me do the rest."

Biot himself prepared the solutions, and . . . having satisfied himself that this deviation actually took place, he took Pasteur's arm, and said to him these words: "My dear boy, I have loved science so much during my life that this touches my very heart."

So long as they lived J. B. Dumas and J. J. Biot were his warm friends, his firm supporters, and his wise counsellors.

In January, 1849, Pasteur was appointed assistant to the

Professor of Chemistry at Strasburg, and only a fortnight after his arrival in that town he made an offer of marriage to Mlle. Marie Laurent, the daughter of the Rector of the Academy; the offer was accepted, and he was married on May 29. He had, indeed, found the helpmeet for him; with Madame Pasteur it was always "the laboratory first, and everything else after it." At Strasburg he continued his researches into tartaric acid and the tartrates, which resulted in his obtaining artificially from tartaric acid *racemic* acid, which, though of precisely the same chemical composition as tartaric acid, differs from it in many important respects.

It was during his quest after racemic acid that Pasteur was first led to consider the phenomena of fermentation, and, by a lucky coincidence, he was just at this moment—viz., in September, 1854—made Professor and Dean of the new Faculté des Sciences at Lille, where he found himself in the midst of the great beet-root district and of the alcohol manufacture. Here, and at Paris, to which he was soon after removed as administrator of the *école normale*, he, little by little, and with infinite care and skill, prosecuted those researches which resulted in the proof that fermentation is a process of life; that the air is full of living germs; that these germs may be destroyed by heat, or be strained out by cotton wool; and in the final overthrow of the *heterogenists* or believers in spontaneous generation.

Pasteur was never content with any step gained; he always used it as a starting point for another step, and he always kept his final object in view. After an interview with Napoleon III. at the Tuileries, he wrote: "I assured the Emperor that all my ambition was to arrive at the knowledge of the causes of putrid and contagious diseases." The first opportunity which was given to him of proving, on a large scale and before the eyes of the world, the practical value of his work occurred in 1865, when, at the request of J. B. Dumas, he went to Alais to inquire into the *pebrine*—the terrible and mysterious disease which had almost entirely destroyed the silkworms, not only of France, but of the whole silk-growing world. It was reckoned that during the last fifteen years the loss to the one *arrondissement* of Alais had amounted to 120,000,000 francs. We have no space here in which to tell how he discovered the cause of this disease and its remedy, nor even to give an account of the equally interesting, and still more important, researches and discoveries in connexion with anthrax, chicken cholera, and puerperal fever. In the year 1882 alone nearly seven hundred head of cattle were vaccinated for anthrax. Since the antiseptic method had been adopted in surgical operations, the mortality had fallen from 50 per 100 to 5 per 100; in the lying-in hospitals, which had had a death-rate of 100, or even of 200, per 1,000, it fell to 3 per 1,000, and soon after to 1 per 1,000. And then, in 1885, came the great triumph. On July 6 of that year Joseph Meister, a little Alsatian boy, nine years old, was vaccinated for hydrophobia.

Pasteur had many friends. J. J. Biot, J. B. Dumas, de Senarmont, Claude Bernard, Henri Saint-Claire Deville, Paul Bert were his seniors or his contemporaries, and he had a host of enthusiastic and loving disciples. He was a strong man, as well able as any to stand by himself; but he needed all the help, all the encouragement, which he received from these in the struggle. So quickly have things moved that it is almost impossible for us to realize the virulence of the opposition with which his theories were met only thirty years ago. In 1873 Dr. Chassaignac denounced, at the Académie de Médecine, to which Pasteur had recently been elected, that "laboratory surgery which has destroyed very many animals and has saved very few human beings," and concluded his speech by exclaiming: "Typhoid fever, bacterization! hospital miasmata, bacterization!" Even religion was called in as an aid to his opponents. "M. Pasteur preached at the Sorbonne amidst a concert of applause which must have gladdened the angels," wrote the witty Edmond About.

For Pasteur the whole question of religion was entirely kept apart from that of science. He was a deeply religious man; his faith in God, in the unseen world, in a future life, was unwavering. He was describing himself when he spoke of "the man who mourns his dead children and who cannot, alas! prove that he will see them again, but who believes that he will and lives in that hope." But the moment that he entered his laboratory he shut the door on "spiritualism and materialism."

Closely akin to his religious temperament was his gentleness

and kindness of heart to all who were suffering. There are few more touching records than those of the anxiety which he felt for little Joseph Meister and of his sorrow at the death of Louise Pelletier.

He could not tear himself away; she herself, full of affection for him, gasped out a desire that he should not go away, that he should stay with her. She felt for his hand between two spasms. . . . When all hope had to be abandoned: "I do so wish that I could have saved your little one!" he said. And, as he came down the staircase, he burst into tears.

And M. Roux writes:

No one knows what feelings of repulsion Pasteur had to overcome before visiting patients and witnessing post-mortem examinations. His sensibility was extreme, and he suffered morally and physically from the pains of others; the cut of the bistoury opening an abscess made him wince as if he had himself received it.

In later years the ever witty Edmond About said to a foreigner who had mistaken Pasteur for a physician: "He does not cure individuals; he only tries to cure humanity." The saying was a kindly one and a true one. Pasteur's whole life was given to the service of humanity without any expectation of pecuniary reward or desire for personal glory. But there was one reward and one glory that he desired and sought most earnestly—the glory of France. The terrible war of 1870, the German occupation, the siege and the bombardment of Paris, the annexation of Alsace and Lorraine, the utter collapse of all the hopes of France, produced in him not only an intense hatred of Germany, but also a determination that his beloved and bruised country should once more take the place to which she was entitled, at the head of European civilization, not now, as he had once fondly hoped, hand in hand with Germany—for Germany had fallen back into barbarism—but alone, proudly alone. And so every success which his theories won, every honour that was done to him—his magnificent reception at the Medical Congress in London and at the Tercentenary of Edinburgh University—the gratitude of the whole world was laid humbly and reverently at the feet of France. And grateful France did honour to her son.

A few words must be said about Mrs. Devonshire's translation. For the most part it is admirable; she has caught the spirit and the swing of the original, and for page after page we read on forgetful that we are reading a translation. And then, suddenly, we are pulled up with a shock—"France was exalted with the purest patriotism." We soon start off again, but we are nervous, and are constantly irritated by such barbarisms as "scientist," "experimentation," "organic materia"; by the use of the wrong past tense, as, for example: "At one of Laurent's quiet evening 'at homes,' Laurent was saying of Pasteur: 'You do not often meet with such a hard worker'"; by "glass stick," "balloon," "pipet," "marrow," for "glass rod," "flask," "pipette," "medulla"; and by "Switzerland express," and similar awkward locutions. A grunt or a whistle relieves our irritation in such cases; but what of this one?—"There is more wit in those 100 litres than in all the books on philosophy in the world; but, as to mathematical formulæ, there are none, I believe." The original of the words which we have italicized can only be: "il n'y en a point," which is, being interpreted: "there is none at all in them."

Mrs. Devonshire has provided an index which is fairly good, though it does not include Edinburgh, and many of her readers will be grateful to her for the notes explanatory of *Ecole Normale*, *Sorbonne*, *Institut de France*, *Concours Général*, &c., which are a puzzle to most Englishmen. But the name of the English discoverer of "Le Verrier's planet" was Adams.

National Education: Essays towards a Constructive Policy; a Symposium. Edited by LAURIE MAGNUS. (Price 7s. 6d. net. Murray.)

Mr. Magnus has followed the Horatian precept—

Qui Musas amat impares,
Ternos ter cyathos attonitus petet
Vates.

His nine Muses are indeed disparate, and it is well for the harmony of the banquet that they are all soloists. At a real symposium there would assuredly have been wigs on the green, and the bard himself might have shared the fate of Orpheus.

To be serious, though the essayists are all of them authorities

on their particular subjects, and two of them at least have produced monographs of permanent value, yet, except in so far as they are one and all inspired by the "divine discontent" of the reformer, there is no unity of aim or method in the volume, and we seek in vain a broad constructive national policy. Should the State take all education as its province, and, if so, how far should it delegate its functions? Is the American ideal of free education up to the University an exemplar for England? Should private schools be licensed and inspected as in France? How far should the curricula of schools be determined *ab extra*? What should be the relations of the governing body, the head master, and the assistants? To these and similar burning questions we find no answer, or the barest hint at an answer. The book has no cumulative force, and must stand on the worth of the separate essays.

These are of various merit. Prebendary Reynolds leads off with "Church Schools and Religious Education." That religious education is a matter of greater importance than education itself expresses paradoxically what has been repeatedly said in this Journal, *nur mit ein bischen andern Worten*. Education which is not religious in the widest sense of the word is a misnomer. Agreed, but by bringing the Ark of the Covenant into the battlefield Mr. Reynolds appears to us to violate the second of his own canons, "the prevention of sacred subjects being brought into contempt for electioneering purposes." The School Board system must go—that is his first canon, laid down as axiomatic. The voluntary schools have a prescriptive and inalienable right "to train their children, in whatever schools these may be, in their ancient faiths." Here we must part company. Substitute "the Church of Rome" for the abstraction—meaningless in this context—"the voluntary schools," and the monstrosity of the claim will be apparent. That Church managers should retain in perpetuity the control and direction of their schools, and give in return nothing but the ancient buildings—many of them "bare ruined choirs"—seems to us an unequal bargain to which the ratepayers will never consent, and there is nothing in Mr. Reynolds's essay to alter our judgment.

The second essay preaches to the converted, as far as our readers are concerned. Incidentally an interesting criticism lesson is reported. The scene is a cathedral city, which can be none other than Oxford, with Miss Cooper and Mr. Keatinge for protagonists.

Sir Joshua Fitch treats of the inspection of secondary schools, and no higher authority could have been chosen. He shows that in the future there need be no line of demarcation between primary and secondary inspectors. This must not be taken to imply that the present staff at Whitehall is competent to inspect all schools. Generally he favours examination as against inspection—a proposition from which we venture to dissent:—

An examining body which undertakes to certify, not that the work of the school has been successfully done, but that it has been done in the right way, assumes two things—(1) That there is one—and one only—"right way"; and (2) that the inspector knows it.

Surely an inspector who started with such assumptions would be better qualified for the Holy Office. And, on the other hand, it is only the inspector who can check the prevailing system of running schools as racing stables, and appraising the goodness of a school by the number of plates its crack pupils win.

On the religious question Sir Joshua is diametrically opposed to Prebendary Reynolds. He holds, as we do, that it is only by maintaining the concordat of 1870, which Mr. Reynolds regards as a hollow fraud, and by applying it *mutatis mutandis* to secondary education, that we can escape from an absolutely secular education such as prevails in France and the United States.

The next four essays, nearly half the volume, are devoted to science in education and education in science—two distinct matters often confounded and not accurately discriminated by the present writers. Prof. Armstrong is the preacher rather than the teacher; he sounds the alarm, but he does not point the way. Mr. A. D. Provand supplies a useful correction to the exaggerated pretensions of platform orators on commercial and technical education. He shows that, if the sceptre of commerce is departing from England, the lack of special education is only a secondary cause. The cure for commercial depression and industrial backsliding, so far as there is one, must consist mainly in raising the general intelligence by means of a

sound general education. For the commercial school the subjects insisted on are English composition and *précis* writing, arithmetic, freehand drawing, one or two modern languages (French is far more useful than German, because the German *commis* knows English and the French *commis* does not), and, in the higher classes, economics. The curriculum strikes us as meagre; literature is wholly ignored, and "history and geography [we read] may be easily taught and need occupy little time." *Credat Judæus!*

Mr. Organ's essay is based on the report of a special committee of the London Technical Education Board of which he was Chairman, a report we noticed at the time of its appearance. The main point he makes is the distinction between the three grades of commercial education, corresponding to junior clerks, senior clerks, and managers.

Prof. Hewins sets forth briefly, but clearly, what has been attempted, and in a measure carried out, by the London School of Economics and Political Science. If only some of our ignorant, plutocratic directors of railways had been put through the course he suggests!

Mr. John C. Medd sets forth the claims of agricultural education—a province into which the present reviewer is not competent to follow him.

Mr. Magnus keeps his good wine to the last, and the only quarrel we can pick with Mr. Eve's essay on "Modern Language Teaching" is that it does not quite harmonize with the rest of the volume, being more concerned with method than educational politics. It is a triumph of tact and of higher qualities than tact, for one who is by training a classic, and who still shows a leaning towards parts of the classical discipline (witness his *encomium* of Bradley's "Arnold"), to have won the unqualified approval of an out-and-out *Neu-Philolog* such as Prof. Rippmann. The questions raised by Mr. Eve have been so often mooted in these columns that we are unwilling to reopen them, and must be content to quote without comment a few of the most striking sentences:—

At present we are confronted by the curious phenomenon that, while nine scholars out of ten find their chief delight in Greek, nine school-boys out of ten learn Latin only.—In the study of modern languages there is plenty of scope for accuracy of observation. The present writer had recently occasion to look over the papers of a number of fairly intelligent young ladies between eighteen and twenty, in which the words occurred: "Es irrt selbst in dem Busen der Gott"—an obvious reference to the voice of conscience. Again and again, in reckless defiance of all the laws of grammar, appeared the rendering: "It wanders into the bosom of God."—It is essential that class-books for all but the youngest should be worthy of minute study, and not mere ephemeral productions. At present there is a perfect mania for editing mere tales of little literary merit and still less educational value.—Even if the bulk of boys and girls leaving school at sixteen or seventeen were able to read serious French and German books with facility—and that is quite an attainable ideal—much would have been gained. As compared with the small amount of Latin they generally carry away, even such a knowledge of modern languages may fairly be called a *κτήμα ἐς αἰῶνα*—a possession for ever—not a mere *ἀγώνισμα ἐς τὸ παραχρῆμα*—an examination subject to be produced once and then forgotten for ever.

A bibliography of education seems out of place in a book of this sort, and the bibliographical note, as the editor modestly calls his contribution, is either too long or too short. We find Gomperz's "Greek Thinkers" in course of publication by Mr. Murray, and we have no Schmidt, with or without the *d*. A well selected bibliography is still a *desideratum*. Hall and Munroe are most inadequate. Mulcaster is found in neither, and Sturm has only one entry in the former. By the same token, "des Johannes Sturms" is a slip in German scholarship for which, doubtless, the printer, and not Mr. Magnus, is responsible, as he certainly is for the misspelling of Prof. Vietor's name.

François de Fénelon. By Viscount ST. CYRES.
(Price 10s. 6d. Methuen.)

Fénelon is one of the characters as fascinating to the historian as a problem play is to a certain order of playgoers. There is no end to the different points of view that may be taken about him; and even yet, perhaps, fresh material may be gathered to throw light on his genius. Lord St. Cyres endeavours to "review the whole life and works" of his subject from an impartial standpoint; and, as is often the case with such attempts, his avoidance of bias lends a certain dryness to

his treatment. It is just such types as that of the Archbishop of Cambrai that need a thoroughly sympathetic biographer and sympathy and a rigid impartiality are hardly compatible qualities. Probably a competent novelist could best give an idea of the many-sided nature—half saint, half worldling; partly philosophical, and partly swayed by meanest vanities; the sort of mixture that is found most often, perhaps, in the great Churchmen, but here compounded in an individuality that differs from others of a similar type. It is just those individual touches that make the distinction between a real portrait and a catalogue of qualities [as, e.g.: "Item, two cheeks indifferent red," and so on] that we miss in Lord St. Cyres's account. Biography is, after all, the most difficult of the literary arts. There are ten Thackerays—we had almost said two Shakespeares—to one Boswell. We find here the commonest defects in that kind—a tendency, namely, to talk about the subject instead of endeavouring to let the subject himself stand out and speak for himself. On the other hand, the writer shows a thorough first-hand acquaintance, not only with Fénelon, but with the whole history of the period, and many other things that bear more or less directly upon the matter. The chapter on mysticism, &c., which he modestly advises readers to skip, is perhaps one of the ablest, as it is the most difficult to treat with lucidity. The following passage is from the chapter "At War with Bossuet":—

And yet Mme. de Maintenon was right—with him also there was perfect sincerity; no impostor could have been so obstinate, have piled up such masses of relentless tortuosity in defence of his opinion. Through all this coil of tangled falsehood runs a thread of higher feeling—a real desire to spare his enemies, to give back peace to the Church, a real consideration for Beauvilliers and Chevreuse, a fear lest too great vigour on his part should be visited on their heads by the King. In this strange character, where all contradictories were reconciled, virtues could lie down peacefully beside their opposing evils, merits become failings, and shadows lustrous; there was no disengaging the good from the bad, no frontier post to watch where generous forbearance ended and where the pose of "dove-like" uncomplaining martyrdom began.

Teachers will naturally turn to the portions of the book which treat of Fénelon's contribution to education. And here, in particular, we think, a greater number of actual quotations would have been advisable. Lord St. Cyres maintains that Fénelon was a thorough reformer in his methods—that is, we take it, that (like all born teachers) he knew how to teach—but that he was never able to spare enough time to work out his theories fully. This would probably be the opinion of the majority of those who study the life from that point of view. The book contains many interesting portraits, a good index and chronological table, and a competent bibliography. It should certainly be purchased by any school library that can afford it. It is thoroughly readable, and will serve as an excellent introduction to a more extended study of the subject.

What Great Men have said about Great Men. A Dictionary of Quotations. By WILLIAM WALE. (Price 7s. 6d. Sonnenschein.)

This latest addition to Messrs. Sonnenschein's useful "Quotation Series" is a painstaking but uninspired volume. There is no preface to indicate the editor's plan, no working definition of a "great man." The list of names may pass muster, though we miss many famous names; but the sayers are often little men—second-rate biographers or *littérateurs*. Moreover, again and again, as we turn the pages we find the obvious and characteristic saying omitted. We can only give a few instances to indicate the *desiderata*: *Abelard*—"For whose sake Abelard, I ween, Put manhood off and manhood on"; *Æschylus*—*Aristophanes*—"Frogs"; *Addison*—Pope's lines on Atticus; *Aristotle*—"Il maestro di color cue sanno"; *Dr. Arnold*—Hawtreys's testimonial and Matthew Arnold's "Rugby Chapel"; *Ben Jonson*—Herrick's "Ah, Ben! say how or when"; *Virgil*—Horace's "animæ candidiores" and Bacon's "the royalect," &c.; *Napoleon*—Heine's "Reisebilder"; *De Quincey*—Carlyle's "Eccovi! this child has been in Hell!" Great men's sayings about great men have often been foolish and perverse—your great man is rarely a critic—but they are worth recording; and Mr. Wale has, deliberately it would seem, rejected all the *obiter dicta* to be found in memoirs, *ana*, and oral tradition. What a zest it would add to the volume if there were cross references—if we could see, side by side, what Lamb said of Coleridge and Coleridge of Lamb; what Mr. Gladstone said of Lord Beaconsfield and Lord Beaconsfield said of Mr. Gladstone; what Edward Fitz-

gerald said of Browning, and *vice versa*! Let us supply one such cross reference from personal memories. Tennyson was asked his opinion of "Mr. Sludge, the Medium." He answered: "It's a fine study, and almost poetry; but I would have done it in a quarter of the space." Mr. Browning was asked whether his own "Hervé Riel" had supplied Tennyson with a hint both in metre and treatment for his "Sir Richard Grenville." "I never thought about it," he answered; "Tennyson and I have always been the best of friends, and in poetry we have each gone our own way to work. My ballad was written at a sitting. Tennyson elaborates and polishes. I simply can't, if I would."

Hore Latina: Studies in Synonyms and Syntax. By the late ROBERT OGILVIE. Edited by A. SOUTER. (Price 12s. 6d. net. Longmans.)

Under English words, arranged alphabetically, some five hundred in number, are given the Latin equivalents, with illustrative quotations, mainly from Cicero, and short comments. Dr. Ogilvie, as the memoir by his brother justly claims, had the instincts of a scholar, and he draws distinctions between synonyms with the clearness and acumen of a logician and a lawyer. There is a table of contents which is almost a luxury, and an index of Latin words which doubles the usefulness of the book. A specimen will show the method:—"OBTAIN. *Adipisci*, through effort; *impetrare*, through petition; *nancisci*, through luck = to light upon. *Obtinere*, to maintain, hold, never strictly = to obtain. *Acquirere* differs from *adipisci* (*adsequi, consequi*) in that it means to obtain in addition = to gain more. *Obtinere* often = to make good, defend successfully, carry a point, gain a suit." Then follow nineteen quotations, à l'appui, from Cicero, Cæsar, and Quintilian. The book makes no pretence to completeness, and can serve only as a companion volume to the English-Latin dictionary; but the student who keeps it by him and consults it as occasion arises will get more grip of the Latin language than any ordinary dictionary could give him. If he is enterprising, he will have his copy interleaved and make his own additions, not neglecting, for instance, Pliny, Tacitus, and Seneca, who are almost ignored by the author. The long articles on syntax (if occupies eight pages of close print), good as they are, seem to us out of place in a book on words, and we desiderate in their stead such generalizations on the differences of English and Latin idiom as we find in Nagelsbach's "Stylistik."

The Teaching of Latin and Greek. By CHARLES E. BENNETT and GEORGE P. BRISTOL, Professors in Cornell University. (Price 5s. net. Longmans.)

The aim of this first volume of the "American Teachers' Series," as stated in the preface, is to discuss the educational value of each subject, the means for including it in the curriculum, the selection and arrangement of materials in the course, the essential features of class instruction and the various helps which are available for the use of teachers. *Seniores priores*: the classics take, by right of age, the first place. The increase in the study of Latin throughout the United States is a remarkable phenomenon to which we have more than once called attention. We wish Prof. Bristol had furnished us with similar statistics as to the study of Greek. Our impression is that it has actually declined. Prof. Bennett refuses to accept Mr. Herbert Spencer's *ipse dixit*, and fairly discusses Dr. Bain's categorical objections to classical studies, but the justification of Latin as a school subject is no more convincing to our minds than Spencer's contemptuous rejection. His argument, in brief, is *j'y suis, j'y reste*—it has proved itself the best mental discipline in the past, and there is every reason to suppose that it will continue such for all time. The obvious answer is that its rivals, the mother tongue and modern languages, have not hitherto been given a chance. It is only of recent years that they have found a place in the secondary school curriculum, and even now they are, compared with classics, half-timers. On questions of method Prof. Bennett is strongly conservative. He defends the Kerchever Arnold exercises—sentences to illustrate particular constructions—against Ascham's method of retranslation, or the modern form it has taken of imitative compositions. He rejects the reformed pronunciation as hard to acquire and useless when acquired. Of verse composition he says nothing, doubtless because that form of the treadmill is unknown in the States. There are many useful hints as to authors to be read and the order in which they should be read, and, different as our text-books and methods are, English teachers of classics will find the book well worth their perusal.

Euripides: Medea. Edited by JOHN THOMPSON, M.A., and T. R. MILLS, M.A. (Price 3s. 6d. W. B. Clive.)

Another volume of a useful series—a series too well known and well established to require particular criticism, seeing that the volumes are all much on the same lines, and have long been definitely accepted for their particular purpose.

A Short History of American Literature. By WALTER C. BRONSON, A.M. (6¼ × 4½ in., pp. x., 374; price 2s. 6d. Heath.)

Mr. Bronson is Professor of English Literature in Brown University, and his well informed and well written little book is intended primarily for

schools and colleges. We must confess that we opened it with some misgiving. There are too many so-called histories of American literature published; and we have often thought that it would be wiser not to be in such a hurry, but to wait until what is really American literature has gained more both in length and in breadth—as it is undoubtedly doing now, and has been doing for fifty years. It would be better, we think, to begin at 1800 with the novels of C. B. Brown, or at 1809 with Knickerbocker's "History of New York." Most that precedes these dates is either of little intrinsic value or belongs to religious or political controversy, or is merely imitative of English or European literature, and not really American at all. The few books of value which would be excluded, such as "The Federalist" and Franklin's "Autobiography," and perhaps one or two others, might very well be worked into the introduction. Again, to string together critical notices of the best known writers in chronological order is not to write a *history*. We require to know something of the action and reaction between the writers and their times, the mutual relations of the writers themselves, outside influences, and much else of a similar kind. History is organized and well expounded information, not a set of statements, bead-like on a string, nor a fortuitous concourse of facts. Having these views in our mind, we opened Prof. Bronson's little book, as we have said, with some misgiving. But we were soon reassured. Not that the Professor entirely agrees with the views just given, though he certainly does not on the whole disagree with them; but because he evidently understands what *history* means, shows a clear-sighted and well informed judgment, is moderate in his claims, and, above all, has an excellent sense of proportion. His short history is very good reading. He divides his subject into (1) the Colonial Period, 1607-1765; (2) the Revolutionary Period, 1765-1789; and (3) the Period of the Republic, 1789-1900—the last being subdivided as National Beginnings, 1789-1815, and the Golden Age, 1815-1870, the last thirty years, dealing mainly with living writers, being more or less supplementary. The Colonial and Revolutionary Periods may be taken as introductory. They are briefly and clearly treated, and are furnished with an appendix of "extracts." The Golden Age has 176 pages devoted to it, or more than half the body of the book. Here we have the actual heart of the subject; and very good are its appreciations and expositions. The chief writers are given the chief attention, and the minor folk—such only as can be considered in any way representative—are sketched in "as a setting for the greater, that the latter may thereby be taken out of the literary vacuum in which they might otherwise seem to stand." The quite little people must be looked for elsewhere, or in the bibliography and list of articles given at the end. The book closes with a good index. Here and there we have noticed matters at which we felt inclined to demur. For instance, we do not think the sterility of the South (pages 150, &c.) is quite adequately explained; though we cannot pretend to give a fuller explanation ourselves. Perhaps the greater amount of open-air life may have had something to do with it. But our differences of opinion are too slight to deserve mention here; and Prof. Bronson knows extremely well what he is writing about. His little book is the best on the subject which we have seen as yet.

Zoology: an Elementary Text-Book. By A. E. SHIPLEY, M.A., and E. W. MACBRIDE, M.A., D.Sc. (Price 10s. 6d. net. Cambridge University Press.)

It is not easy to give in a volume of little more than six hundred pages a clear and intelligible, and at the same time interesting, account of the form, structure, habits, and distribution of all living animals from the amoeba to man; an account in which each phylum, each order, each family—we had almost added each genus and species—has just the right amount of space given to it; an account which is technical, but never dry, full, but never prolix. The attempt to do so has often been made before now; till now it has always failed. The authors of this new volume of the "Cambridge Natural Science Manuals" modestly say in their short preface that they "have tried to write an elementary treatise on zoology which could be understood by a student who had no previous knowledge of the subject." To say that they have succeeded in their endeavour is the very lowest praise that we can give to their book. It is not, as too many books on natural history have been and are, a compilation of fragments of information drawn from the writings of men of different schools and often of opposed views; it is an original and homogeneous work, and, from the masterly and admirably written introduction to the last page, it is marked by that self-restraint and evenness of handling which come only from intimate knowledge and perfect understanding of the material with which an author has to deal. And it is original, too, in the sense that Messrs. Shipley and MacBride have not, through fear of criticism, and perhaps of censure, from other zoologists, refrained from putting forth, especially in connexion with the classification and relationship of some animals, views and hypotheses which are new. This is not, of course, the place in which to discuss these with any advantage; time and experience will test them, and in the meanwhile they will at least, as is the hope of the authors, teach the student that the object of the study of zoology is far more than the mere collection of facts. The book is not intended for *students* in the limited sense of the word: "it has been drawn up

with an eye to no examination, and does not claim to correspond with any of the numerous syllabuses and schedules issued from time to time by various boards of examiners." That is to say, it is a book which will be welcomed and used by those thousands of intelligent people who have long been in search of an intelligent and trustworthy guide, and hitherto have searched in vain; it will be in the hands of every student of animal life in the United Kingdom and in America; more than that, it will make students.

The Victorian Anthology. Edited by the Right Hon. Sir M. E. GRANT DUFF. (Price 7s. 6d. Sonnenschein.)

Like Juvenal's "Græculus," Sir M. Grant Duff is a cosmopolitan and a universal genius, an Under-Secretary of State, Governor of an Indian Province, Rector of a Scotch University, and President of half-a-dozen Royal Societies, traveller, publicist, botanist, *littérateur*, and now, to complete the parallel, "in cælum jussus ibit." He was asked last May to address the London University Extension Society on Victorian poetry, and, by the end of the year, he has compiled and printed a "Victorian Anthology" of 570 pages. This is a record in the way of book-making, and Mr. Quilter's "What's What?" is nowhere in the race. But it was not thus that Callimachus composed his "Anthology" or Francis Palgrave his "Golden Treasury." The England of Victoria, no less than the England of Elizabeth, has been "a nest of singing birds," though the finches have outnumbered the nightingales. It is easy to string together at random some two hundred and fifty Victorian poems half of which (such is the editor's modest aspiration) the reader will approve. To select, classify, and characterize the best poems of the best poets, even if the range be limited to the poets admitted to Mr. Traill's or Mr. William Archer's beadroll and all the gold dust that lies scattered in magazines and journals be ignored, is a harder task, needing time and painful discrimination, and a critical faculty, of which Sir M. Grant Duff shows little trace. The admissions are as arbitrary as the omissions. We have ten poems of Keble (a translation of Wordsworth for women, as Bagehot well said), ten of the first Lord Lytton and six of the second Lord Lytton, ten of F. W. Faber, six of the brothers Lushington, two of Sir Lewis Morris, a translation from Propertius, a pretty copy of an anonymous Eton boy, and not a line of William Allingham, O'Shaughnessy, Robert Bridges, George Meredith, or—this fills the cup of Sir Mountstuart's iniquity—Coventry Patmore.

A Text-Book of Zoology. By G. P. MUDGE, A.R.C.Sc.Lond., F.Z.S. (Price 7s. 6d. Edward Arnold.)

The preface to this book does not state that it has been drawn up with an eye to no examination by any of the boards of examiners scattered through the United Kingdom and North America—indeed, it has no preface—and yet it is extremely difficult to form a guess as to the syllabus or the schedule with which it is intended to correspond. On page 29 we read: "At the anterior and posterior ends of the body [of an invertebrate] the skin is invaginated to form respectively the mouth and anus. . . . A similar [longitudinal] section through the body of a vertebrate shows the same limiting body-wall with the two invaginations at either extremity." Mr. Mudge gives us no derivations for the technical terms which abound in the book, nor does he supply a glossary. Had he thought well to do so, we might better have understood the word *phyllogeny*.

"How To" Series.—*How to Succeed in your Examination.* By GEORGE A. WADE, B.A. Lond. (Price 2s. 6d. Grant Richards.)

How a vigorous young publisher like Mr. Grant Richards could allow such a collection of pretentious platitudes to bear his imprint is a mystery to us. There are in Mr. Wade's book a certain number of hints to candidates at public examinations, but any student must have been under very curious tuition if he has not had them dinned into him *ad nauseam* years before he is old enough to go up for an examination. A student over fifteen hardly needs advice on finding out the subjects of his examination before he begins to prepare for it—advantages of early morning study, disadvantages of alcohol and tobacco, the proper use of note-books, and suchlike. As an example of Mr. Wade's Tupperism, we may cite the following (page 105):—"There is much concentrated wisdom, as well as much nonsense, in many ancient saws and proverbs; but it is doubtful if there is any saying more pregnant with truth in any language than the fine old one that 'Prevention is better than cure.' There is scarcely a single ill that flesh is heir to but what is better for being avoided, if possible, rather than conquered. The iron wheel that has never broken must afford more feeling of security to railway travellers than the wheel that has once broken, no matter how well mended." But the worst point in Mr. Wade's book is a peculiarly impudent puff of a private establishment, repeated more than once. Mr. Wade's English is not above suspicion. On page 179 he writes: "because its standard of requirements for a 'pass' are much more difficult to satisfy," although he boasts (on page 204) that he "can reckon up at least fifty examinations of fair importance that I myself have gone through during my scholastic career." We feel that a protest against such works as this should be made. We do not suppose many students in large towns will purchase it, but the poor

student in remote country districts who expects a key to success will find herein nought but Dead Sea fruit.

Among bijou editions we have received (1) *Pen Pictures from Ruskin*, selected by CAROLINE WARTZBURG (price 2s. 6d. net, G. Allen), seventy sketches of men, women, animals, trees, and plants—a very good *florilegium*; (2) *The Spanish Gypsy, and other Poems*, by GEORGE ELIOT, Vol. X. of the "Warwick Edition" (price 2s. net, Blackwood); (3) *Thoughts of Pascal*, translated by C. S. JERRAM; (4) *St. Francis de Sales and On the Love of God*, with Notes by Canon KNOX LITTLE, "Library of Devotion" (Methuen, price 2s. net).

Messrs. Marlborough send us the seventh edition of *Poésies de l'Enfance*, par François Louis—an excellent book for repetition.

BOOKS OF THE MONTH.

Classics.

Text to Illustrate Greek Philosophy after Aristotle. Selected and arranged by J. Adam. Macmillan, 3s. 6d. net.
The Choephori of Aeschylus. Edited by T. G. Tucker. Cambridge University Press, 12s. 6d.
Latin Composition based upon Selections from Cæsar. By B. L. D'Ooge. Ginn, 2s. 6d.
"Blackie's Illustrated Greek Series."—(1) The Odyssey of Homer, I. Edited by the Rev. E. C. E. Owen. 2s. (2) Cæsar's Gallic War, Book III. Edited by John Brown, with vocabulary. 1s. 6d.

Commerce.

Commercial Law of England. By J. A. Slater. Pitman, 2s. 6d.
Commercial History. By J. R. V. Marchant. Pitman, 3s.

Divinity.

The World before Abraham, with an Introduction to the Pentateuch. By H. G. Mitchell. Constable, 5s. net.
Gospel according to St. Mark. Edited by A. H. Rubie. Methuen, 1s. 6d.

English.

A History of English Literature (600-1900). By E. Engel. Translated from the German. Methuen, 7s. 6d. net.
Shakespeare in Tale and Verse. By L. G. Hufford. Macmillan, 4s. 6d. net.
"The Warwick Shakespeare."—Much Ado about Nothing. Edited by J. C. Smith. Blackie, 1s. 6d.
"Selections from English Poets."—The Dryden Anthology. Edited by Prof. Arber. H. Frowde, 3s. 6d.

Geography.

"Tarr and McMurry's Geographies."—(1) North America. (2) Europe and other Continents. Macmillan, 4s. 6d. net.

History.

A History of England. By Benjamin Terry, Ph.D. American School Book Agency, 7s. 9d. net.
English Public Opinion after the Restoration. By G. B. Hertz. Fisher Unwin, 3s. 6d. net.
Problems and Exercises in English History, 1688-1832. A Series of Test Papers, with hints and references. By J. S. Lindsey. Heffer (Cambridge), 2s. net.
Roman Africa. History of the Roman Occupation of North Africa. By Alex. Graham. Longmans, 16s. net.
Roman Political Institutions. By F. Frost Abbott. Ginn, 7s.

Mathematics.

"Rivingtons' Junior Mathematics."—Algebra, Part I. By H. G. Willis. 1s. 4d.
Spherical Trigonometry. By I. Todhunter; revised by J. G. Leatham. Macmillan, 7s. 6d.
Practical Exercises in Magnetism and Electricity. By H. E. Hadley. Macmillan, 2s. 6d.

Miscellaneous.

Quain's Dictionary of Medicine. Third edition, largely rewritten and revised. Edited by H. Montague Murray, assisted by John Harold and W. C. Bosanquet. Longmans, 21s. net.
The Story of a Child. By Pierre Loti, translated by Caroline F. Smith. American School Book Agency. 5s. 8d. net.
The Teachings of Dante. By C. A. Dinsmore. Constable, 5s. net.
Certain Personal Matters. By H. G. Wells. Fisher Unwin, 2s.
The World of Animal Life. By Fred Smith. Blackie.
Fowls of the Air. By W. J. Long. Illustrated. Ginn, 7s. 6d.
Beasts of the Field. By W. J. Long. Illustrated. Ginn, 7s. 6d.

Modern Languages.

Deutsche Sagen, a Course of German Reading. By Franciska Geibler. Longmans, 2s.
A Selection from the Comedies of Marivaux. Edited by E. W. Olmsted. Macmillan, 5s.

Glück auf! A First German Reader. By Margarethe Müller and C. Wenckebach. Ginn, 3s. 6d.
Grands Prosateurs du Dix-septième Siècle. Edited by Louis Brandin. With Illustrations. A. & C. Black.
Les Aventures de Chicot. Par A. C. Dumas. Edited by A. R. Florian. A. & C. Black, 1s. 6d.

Pedagogy.

Source Book of the History of Education or the Greek and Roman Period. By Paul Monroe. Macmillan, 10s. net.
Waymarks for Teachers. By Sarah L. Arnold. American School Book Agency, 5s. 8d. net.
Systematic Methodology, designed to rationalize and harmonize teaching processes. By A. T. Smith. American School Book Agency.

Philology.

The Language and Metre of Chaucer set forth by B. Ten Brink, revised by Friedrich Kluge. Translated by M. Bentinck Smith. Macmillan, 6s. net.

Science.

Introduction to Chemistry and Physics. 2 Vols. By W. H. Perkin and Bevan Lean. New edition. Macmillan, 2s. each vol.
Studies in Auditory and Visual Space Perception. By A. H. Pierce. Longmans, 6s. 6d. net.
Graduated Exercises in Elementary Practical Physics. By C. J. Leaper. Biggs & Co., 2s. 6d.
A College Text-Book of Chemistry. By Ira Remsen. Macmillan, 8s. 6d. net.

JOTTINGS.

AT the Annual Conference of the National Federation of Head Teachers' Associations a resolution in favour of one Local Authority for all education was adopted, but a further resolution that the Authority should be an Education Committee of County or County Borough Councils fell through, 17 voting for and 17 against it, and the President declining to give his casting vote.

THE Association for Promoting Elementary School Work as a Career for High-School Girls has just issued its fourth annual report. Twenty of the applicants during the past year have begun work, and of these seven are actually teaching in elementary schools. Mr. Rankine, H.M.I., bears strong testimony to the value of teachers drawn from this class: "They are intellectually more docile, have greater mental flexibility, and have not acquired fixed habits of educational practice, which prejudice them against new ideas." The Association has done much with a very small income, and deserves further support.

OUR chief need in English life is to combine clearness in thought with compromise in action. The danger of throwing too much stress on the first is that we are apt to become impatient of the second. But, if we live too exclusively in the atmosphere of compromise, we are likely to become muddled in our thinking. It is one of the great tasks of English education to inculcate the habit of clear thinking, and at the same time to teach respect for other people's opinions, and to make us ready to look out for working compromises between conflicting views.—Mr. M. E. Sadler's address to Reading College.

THE dissolution of the three federated colleges which have constituted the Victoria University is imminent, and Yorkshire is bestirring itself to follow the lead of Liverpool and Manchester. The present capital of the Yorkshire College is a little over a quarter of a million, and a great county effort will be made to raise this to half a million. Birmingham in three years subscribed £400,000, and the greatest, if not the richest, county in England should find no difficulty in raising half that sum.

MR. R. G. MCKINLAY, of the Bootle Municipal School, has been appointed Head Master of Stevenage Grammar School.

THE REV. C. EDWARD COOPER has resigned the Head Mastership of Hurstpierpoint College, a post he has held since 1880.

A HUNDRED AND SEVENTY-SEVEN courses of University Extension lectures have been provided by the Oxford Delegates during the past year. The average number of students in regular attendance was nearly eighteen thousand.

No fewer than 233 bodies have, through their officers, signed a memorial to Lord Salisbury asking that men and women may be equally qualified to serve on any Local Education Authorities which may be constituted.

SCHOOLMASTERS are often consulted by the parents of their pupils as to the pros and cons of the various professions. We might bring to their notice a section of the "Daily Mail Year Book" for 1902, entitled "The Choice of a Career: How to enter the Professions." They will find therein particulars of entrance into the professions of accountant, architect, chemist, doctor and dentist, Civil Servant, engineer, barrister and solicitor, and student interpreter. Also how a boy may enter the Army, Navy, ministry, University, Diplomatic Service, and the service of the London County Council. Many professions are very little known by parents if they happen to lie outside their own sphere; and yet analytical chemistry, mining chemistry, and the various colonial services afford fine scope and opportunities.

MR. A. DEVINE writes:—On page 36 of your issue of January you speak in a leaderette of Lord Beaconsfield's definition of a deputation as "a noun signifying many but not much." May I correct you with regard to the author of this saying? Lord Beaconsfield did not say this, but Mr. Stuart-Wortley, and the exact words were: "A noun of multitude, which signifies many but does not signify much."

AT the last Diploma Examination of the College of Preceptors there were 439 entries: 12 for the Fellowship, 45 for the Licentiate, and 382 for Associateship; of these one, four, and 108 respectively passed. This is a large increase on previous years. The Register casts its shadow before.

THE Headmaster of Uppingham School, writing to the *Times* in support of compulsory military drill, tells us that he has "known excellent boys whose ruling desire was to shoot an enemy in fair fight." Ghost of Edward Thring!

MR. ARTHUR SIDGWICK has been elected an honorary member of the Incorporated Association of Assistant Masters.

SIR JOSEPH WALTON has been elected a member of the Senate of London University by a large majority of votes over the opposing candidate, Mr. J. Easterbrook.

AN important meeting has been held in support of a fund for the endowment of a Professorship in History at the South African College, Capetown. It seems likely that the project will be immediately realized.

THE executive committee of the Carnegie Trust have paid the University fees for the last session of 2,441 students, amounting to the sum of nearly £23,000.

IT would appear that the *chef* of the Holborn Restaurant is accustomed to suit his dishes to the political views of the guests, if we may be guided by the *menu* of the Assistant Masters' annual dinner. For soup there was a choice between "Mock Turtle à la Devonshire" and "Vermicelli à la Charity Commission." One fish was "Kekewiché," and the other was treated "à la Gorst." The *entrées* were "Timbales de promotions à la Headmastership," and "Cutlets à la Governing Bodies." Roast Beef was served with the spicy sauce of "Horseshoe à la Hig-grade Schole." Several dishes with equally apposite names followed, and at the foot of the *menu* came "Coffee de Grantham."

THERE are in future to be two certificates granted by the Scotch Education Department—the Leaving Certificate proper to candidates over seventeen years of age, and an intermediate certificate for candidates over fifteen.

THE Royal Drawing Society of Great Britain and Ireland has lately published reproductions of prize drawings of the Twelfth Annual Exhibition, 1901, and we must congratulate the Society on the excellent work done by its pupils. Some of the memory drawings by children of four years old show great powers of observation and reproduction, and there is some really excellent leaf and flower drawing in the brush work. The gems of the collection are the illustrations of "Mazeppa" and "Carting Sand" (advanced brush work), both by the same hand. It is difficult to believe that these are the work of a boy of thirteen—they show real genius. Results such as these should encourage the Director to go on with the good work he has begun.

WE regret to announce the somewhat sudden death of Mr. A. W. Bennett, for some years past a regular contributor to this journal. Mr. Bennett, at the time of his death, was the editor of the *Journal of Microscopy*, and Lecturer on Botany at Guy's Hospital. For many years he was Professor of Botany at Bedford College, London. Among his numerous works the most popular was the "Flora of the Alps." His perfect simplicity of character and kind-heartedness endeared him

to a large circle of friends, and members of the Savile Club will miss a most clubbable man.

PROF. N. MURRAY BUTLER has succeeded Mr. Seth Low as President of Columbia University. The appointment will give universal satisfaction on both sides of the water. As an educational writer, Dr. Murray Butler has no living superior, and those who know him affirm that he is no less distinguished as an administrator.

THE Society of Medical Phonographers will hold its next Annual Shorthand Examination early in May, 1902. Two prizes are offered, each of the value of £5, one for first-year students and one for students of more than one year's standing. Intending candidates should send in their names, before April 15, to Dr. P. G. Griffith, Bonhams, Farnborough, Hants.

TEACHERS' GUILD NOTES.

A DETAILED account of our Educational Conference on January 13 and 14 will be found elsewhere; but a word or two of a general character concerning it may be said now. To begin with, the Lecture Hall of the College of Preceptors, the College building generally, and its situation are admirably adapted for such a gathering, which was never intended to be on the scale of a General Conference of the Guild. The subjects of discussion, with one exception, were of a purely professional character. They having been very carefully chosen, all that was necessary to the success of the Conference was that openers of discussion who could speak with knowledge and authority should be secured. The programme showed that we were fortunate in this respect, and a high standard was reached throughout in the papers read. The only subject for regret was that the dates (fixed before the arrangements for the reopening of schools were settled) clashed with the beginning of term in a great many cases. The Education Committee of the Council and its Chairman, the real authors of the programme, may be satisfied that their pains have been rewarded.

A LISTENER at such a Conference gets, as his first impression, an idea that things are very wrong in many ways in the teaching in our schools; but he has to correct this idea by remembering that experts in any subject are apt to have very high ideals, and that what they complain of is mainly a falling short of those ideals. Good work is good, though it may not be the best. The most difficult questions are, perhaps, those involved in pleas for the introduction of lessons such as are not given at all in many schools, with the inevitable consequent sacrifice to be made of part of the existing time-table. Such questions arise in connexion with Nature-study and Field-work in geography. Geometry and English literature can only properly be discussed on the basis of the "how to be undertaken," but the former two must be treated on the basis of the "whether" as well as of the "how."

THE opening papers and discussion on "The Inspection of Secondary Schools" were especially valuable as bearing on a subject of immediate importance to all teachers in such schools, and because, besides the weighty and trenchant arguments of Mr. Swallow, the views of two members of the Bryce Commission and the Consultative Committee of the Board of Education—the Chairman of Council and Mrs. Bryant—found expression. Canon Lyttelton's remarks at the close of the discussion were, unfortunately, not put on record in the daily Press, as the reporters left a few minutes before the rising of the Conference. A first-class inspectorate, which, at the same time, should not be ruinously costly, was what the speakers wanted. The Chairman suggested as a solution that a Chief Inspector, with the highest qualifications, from the point of view of those who have to be inspected, and with a salary of, say, £2,000 a year, should be chosen first, and that some five full inspectors, with similar qualifications and with £1,000 a year each, should be appointed to work with him, controlling a number of younger and less experienced men working entirely under their direction. We are not sure that, after a standard of quality has once been set, it is necessary, even from the teachers' point of view, to have men of the highest professional

calibre as inspectors. Experience of the life and working of many schools would give, for most purposes of the inspectorate, to a man or woman of talent, the desired superiority over the head of any one school.

THE Council of the Guild have modified somewhat, in details only, their resolutions on the tenure of assistant teachers in secondary schools, endowed or under proprietary bodies. These resolutions were printed in the Annual Report of the Guild for 1901. In their modified form they run as follows:—(The resolutions are intended to apply to women as well as men.)

(a) The maximum period of probation on the appointment of an assistant master to any school should not exceed one year. If at the end of the period of probation the head master should desire to retain the services of the probationer, he should recommend him to the governing body for a permanent appointment. When, however, an assistant master has had either no experience, or less than two years' experience, the probationary period should be extended to two years.

(b) A permanently appointed assistant master should only be dismissed, on the instance of the head master, by the governing body. The master threatened with dismissal should be allowed full opportunity of laying his case before the governing body.

(c) In cases of misconduct the head master should have the power of suspending an assistant master thus appointed till the case comes before the governing body for decision.

(d) A right of appeal on the part of either the head master or the assistant should in all cases lie from the governing body to the Board of Education.

(e) All internal changes in the distribution of the staff should be made by the head master. Such changes should be reported by the head master to the governing body.

(f) No assistant mastership should *ipso facto* terminate in consequence of a change of principals.

The following further resolutions have also been passed by the Council:—

(a) Head masters, if dismissed by their governing bodies, should have a right of appeal to the Board of Education.

(b) No school under governing bodies should be put on the Register of Efficient Schools, to be kept by the Board of Education, unless it accepts the foregoing conditions of tenure.

(c) Any scheme for a pension fund, framed by the governing body of a school, should apply equally to assistants and to principals.

A pamphlet on the subject of "The Tenure of Office of Assistant Masters," published anonymously in 1872 by the Rev. T. B. Rowe, then an assistant master at Uppingham, and later Head Master of Tonbridge, has recently been recirculated, without alteration, by the author. He puts the case for greater security of tenure logically and forcibly. The grievance still remains, and is felt generally by those whom the change would benefit. It will be difficult to overlook it when the organization of secondary education is taken seriously in hand.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Proposals for spelling reform are taking more definite shape, and receive increased support. In the present Session of the Conseil Supérieur MM. Henri Bernès and Devinat will submit a resolution having the following objects:—(1) The Gallicizing of words of foreign origin which have been definitely adopted in French and meet a real want; (2) the unification of orthography for words of the same family; (3) the simplification of the double consonants *ph*, *th*, *rh*, and hard *ch*; (4) the simplification of doubled consonants when these have ceased to be pronounced and are useless for indicating a connexion with some Latin or Greek original; (5) the suppression of plurals in *x*; (6) the substitution of *i* for *y* of the same sound. Curious it is how what is called the reform of syntax has stimulated the demand for a revised orthography. We venture to prophesy that at least the plurals in *x* are doomed.

UNITED STATES.

If we have deprecated the touting for endowments, we have none the less great satisfaction when wealth flows into the channels of education. In America the golden stream takes this course with surprising fullness. Benefactions which in past centuries and in older countries would have fallen to the Church go to enrich the school. Let us illustrate the splendid scale of American munificence to education. In

recent year donations and bequests under this heading amounted to 21,925,436 dols. Mr. Andrew Carnegie has promised to double his already large gifts of one million dollars to the Carnegie Institute and one million dollars to his new Polytechnic School, upon conditions that are sure to be fulfilled. Under the will of Mr. Jonas G. Clark, founder of the Clark University at Worcester, that institution receives an endowment fund of two million dollars. With a kindly sense of a pressing educational want, Mr. Lewis Elkin, of Philadelphia, has left a million dollars for a teachers' annuity fund to benefit those who have taught for twenty-five years or more, this being the first fruits of an agitation for the pensioning of teachers. Mrs. Indiana Fletcher Williams has bequeathed seven hundred and fifty thousand dollars to found, as a memorial to her daughter, a college in Virginia, to be called Sweetbriar Institute; and plans have already been drawn for a range of buildings about two great terraced courts. Rutgers College has had twenty-five thousand dollars from Miss Helen Gould; whilst the University of Pennsylvania acknowledges, not money, but something of the best that money can buy, in the form of nineteen thousand volumes from the library of a late well known physician.

Not unnaturally, amid so free an outpouring of gifts, the question is still debated whether the freedom of academies is likely to be hampered by the influence of donors. The opinion of the *Educational Review* on the point is so clear and sound that we reproduce the editor's declaration in his own words:—"No institution can be a University in which a benefactor has the right to insist that the doctrines—economic, philosophic, biologic, or other—which are believed by him to be true shall be taught. Such institutions may, do, and perhaps should, exist; but they are not Universities, and by assuming the name do not become so. A University conserves the truth as truth appears in its own light. It alters its standards of truth in the various domains of knowledge with the discovery of new facts, and it entertains no prejudices which are allowed to weigh against evidence and logic. The benefactor of a University should realize this, and it should in fairness be pointed out to him when his gift is made. He may wish to propagate the Euclidean geometry, but the followers of Lobachewsky may, before a decade has passed, have shown that to be undesirable. If so, a University cannot propagate the Euclidean geometry, save for historical and comparative purposes. A thousand years ago the Ptolemaic theory of the motions of heavenly bodies might well have appealed to the analogue of the modern University benefactor. If it had done so, the foundation would soon have become ridiculous. It takes some courage to believe that truth is mighty and will prevail, but Universities have that courage and represent it before the world. To part with any portion of it for money would be to compound an intellectual felony."

From San Francisco comes the ill news that the city, after abolishing slates from the schools, has reverted to them. To the uninitiated this may seem a small thing; but the public health never is a small thing. Pleasant, on the other hand, it is to learn how the children of a Boston school have been using the town park. In it, we are told, they have watched the procession of flowers from early spring to autumn; and it has furnished material for many Nature-study lessons. The classes were taken to the garden, and, under the guidance of the teacher, made tours of inspection. Having studied in school the hyacinth, the daffodil, and the tulip, the children could enjoy the full glory of the flowers when they viewed them in their growth. The fernery, too, was a source of delight as they beheld, day by day, the unfolding of the soft, downy curls. Surely more could be done in England to utilize for the school the pleasure-grounds that are numerous in all the larger towns. What is needed in visiting such places is to substitute for gaping wonder trained and informed observation. The example of Boston shows how this may be done.

On December 14, 1901, a significant event happened in the United States. Mr. Miles O'Brien, President of the New York Board of Education, laid the corner-stone of the first high school of commerce in the city, and, indeed, in the country. The foundation has its origin in a resolve no longer to import the trained financiers and skilful accountants required for the transaction of business in the grand style, but to produce them at home. An extract from the speech delivered by Mr. Carnegie on the occasion reveals the springs of his liberality to education, and may end this note:—"Confucius," he said, "was surely among the first and wisest of true democrats, for it was he who announced, five hundred years before Christ, that, given education, there can be no distinction of classes. Education levels all, nay, I should say, elevates all, and we see in this new high school of commerce another proof of the equality of the citizen, for here the son of the labourer enters upon exactly the same terms as the son of the millionaire. Poverty is no bar. As for rank, we have none. Admission turns upon one thing: Can the student pass the examination; is he sufficiently educated? If so, he has equality with his fellows. Such is democracy, such the American ideal."

JAPAN.

The Report on Education in Japan for the thirty-second year of Meiji comes late to hand, but makes up for its tardiness by bringing welcome news of educational progress. A safe test, if not of such progress, yet at least of the wish for it, is always supplied by what is spent

to further it. The true measure of zeal is sacrifice, and not loquacity. Since during the year in question Japan devoted to the service of education yen 4,232,801, an increase as against the previous year of yen 1,237,404, the State must have recognized the value of earlier investments of the same kind. "The minds of the people," says the Report, "have been directed more than ever towards the importance of education. Instead of complaints about the heavy burden they have to bear, there is a desire to contribute more freely towards the funds needed for educational purposes." The chief objects to which additional sums were allotted were, maintenance of students, libraries, technical schools, and aid to elementary education. As by adopting Western culture the island Empire has gained such significance for the future, we lay before our readers a few more figures relating to that phase of its activity which concerns us most. The total number of schools in the Empire was 28,717; of teachers, 100,106; of students and pupils, 4,513,334; and of graduates, 684,767. This shows an increase on the previous year of 206 schools, 7,143 teachers, 265,993 students and pupils, and 58,624 graduates. Of children of school age the attendance was 72.75 per cent., or 3.84 per cent. more than in the previous year. It was a sure proof of growing enlightenment that the proportion of girls at school was notably greater than before, the local authorities encouraging them to attend and parents appreciating more justly the necessity of female education. The increase in attendance for girls alone was 5.31 per cent., whilst that for boys alone was 2.64. The Japanese have seen that educated women are an essential factor in the uniform development of a State; and, indeed, the primitive doctrine that girls had learned enough if they could pound the corn or make a fire by rubbing sticks is now discredited in several countries. We have no disposition to provoke a war, but we observe incidentally that in this matter Germany lags far behind England and the United States. Let us return, however, to Japan, and quote from the Report a paragraph bearing upon the same subject:—"The want of means for the encouragement of the higher general education of females has been keenly felt by those concerned. In February of the present year the Imperial ordinance relating to higher female schools was finally issued. The ordinance provides that higher female schools shall be established in the Hokkaido as well as in each *Fu* and *Ken*. Although no remarkable progress has yet been made in this respect, owing to the recent promulgation of the ordinance, still it may safely be inferred that the higher general education of females will be entirely remodelled in the near future. However, in regard to schools previously established, the growing number of pupils has already led to the enlargement of school buildings as well as to the improvement of school apparatus and furniture. Generally speaking, much greater attention is now being given to the training and health of the pupils."

The chief want in Japan seems to have been a supply of properly qualified teachers. Attempts were made to meet the deficiency by increasing the number of pupils in normal schools and by affording greater facility for obtaining licences. The second of these measures was of doubtful wisdom; and both together proved inadequate. As a natural consequence of the lack of teachers, the classes were overcrowded. The average number of pupils under one regular teacher was 101.46 in the case of ordinary and 65.13 in the case of higher elementary schools; and, although, if assistant and special teachers be taken into account, these figures are much reduced, there was clearly, in many instances, that overburdening of the teacher which is as injurious to his pupils as to himself. For the Kindergarten we notice that the Japanese rule is that the number of infants trained under one conductor should not exceed forty; and we think the limit is put too high. In the scarcity of native teachers it is not surprising that 398 foreign instructors are employed in Government, public, and private schools, of whom 158 are from the United States, 122 from Great Britain, 60 from France, and 24 from Germany. As these are principally engaged in the teaching of languages, English is obviously in by far the most demand.

Discussion being often raised as to the physical structure of the Japanese, anthropologists and others will thank us for citing from the Report trustworthy statistics. According to the tabulated results of examinations made in April on the physique of students and pupils in the institutions under the control of the Department of Education, the number of those examined was 8,444 males and 1,141 females, from seven to thirty-eight years of age in the former, and from seven to thirty-three years of age in the latter. The average of height, weight, and chest circumference seems to increase up to the age of twenty, when it attains its maximum. In the case of males at the age of twenty, the average height was found to be 162 centimetres, weight 53 kilogrammes, and chest circumference 80 centimetres; while in the case of females at the same age, the average height was 149 centimetres, weight 48 kilogrammes, and the chest circumference 80 centimetres. We have not at hand the figures to make a comparison which would, perhaps, be invidious; but they will be easily accessible to our readers.

VICTORIA.

The subject of technical education has been receiving the attention of a Royal Commission. It recommends that the permanent head of the Department should be an officer holding the position of Inspector-

General of Schools—some educationist of high standing and administrative skill, who would bring professional training to bear on the complex problems continually arising, and be able to keep pace with the ever-changing conditions of a progressive system of public instruction. The Commissioners approve the English and Continental system of continuation schools, and point out the benefits that would accrue to pupils of the State schools in Victoria from a similar arrangement; but they do not ask that attendance in such schools should be compulsory, as in Germany, or that the schools should be free, preferring for their parts a liberal scheme of scholarships. The tendency of the secondary schools to draw boys to professional life should be counteracted, they suggest, by the establishment of laboratories and workshops, and by more technical training during the course of instruction. With regard to the teaching body in general, they pronounce strongly in favour of "the registration of all teachers, whether primary or secondary, and of private, primary, and secondary schools, in order to secure the highest efficiency of the teaching profession, and to afford some guarantee to parents of the qualifications and capacity of teachers." We need hardly say that we regard this declaration with unmixed content.

A well-known Australian journal of education adduces a new reason for ending the war—a reason pedagogic, and to be deduced from the following story:—In a district where khaki clothing is largely made much of the work is put out to be done at home. A sorely neglected child was told one day that his mother must wash his face before he came back to school. When the boy returned in the afternoon, if anything a little dirtier than before, the teacher inquired why the face had not been washed. "Please, miss," came the answer, "mother said she couldn't be bothered; she had too much to do. I must wait till the war is over."

UNIVERSITIES AND SCHOOLS.

LONDON.

At the ordinary meeting of Convocation, held Jan. 20, Sir Joseph Walton was elected to the Senate by 1,124 votes against 381 for Mr. Easterbrook. These votes were cast solely by the Arts members, the voting being now by faculties. It may be noted that Sir J. Walton polled within ten of the votes given (Oct., 1900) for Dr. McClure, the retiring Senator.

While the votes were being counted an interesting discussion took place on the following motion: "That this House is of opinion that, in the interests of commerce, science, and education, legislation should be promptly undertaken to make compulsory in this kingdom, after a proper interval, the use of the metric system of weights and measures for all purposes." This was moved by Mr. W. Pringle, B.A., who gave a clear and full account of the reasons for the change, and pointed out that, unless we bestirred ourselves, we might find ourselves in a position of splendid isolation in this matter—a fatal one for commercial relations. All reports—consular, Chambers of Commerce, trade unions, &c.—were unanimous in favour of the movement.

The seconder, Mr. H. Hanford, B.A., joined with the mover in regretting that time had not allowed them to obtain the names of distinguished members of the House to introduce this important motion. He thought the resolution appropriate in a modern University like ours, with its schools of economics, &c., and that, in the interests of national efficiency, the enormous waste of energy involved in the present arrangements as to weights and measures and foreign trade should be remedied. The usual objections to the metric system were found by experience not to be well grounded. Coinage reform was hopeless at present.

Sir Philip Magnus warmly supported the resolution, and thought they had never before dealt so fully with a question of such import to commerce, science, and education, and he regarded the motion as a sign of the modern character of the reconstituted University. Mr. T. Wilson preferred the two systems side by side. Sir Albert Rolit gave a very hearty support to the motion: there was no doubt that the lack of the decimal system was a hindrance to our trade. Our University should unite the highest culture with the advancement of commerce. He intended to move in the Senate for the establishment of a degree in commerce.

The resolution was carried almost unanimously without any amendment having been proposed, and on the motion of Mr. Hanford, seconded by Sir A. Rolit, it was resolved to request the Senate to send a copy to the President of the Board of Trade, to the members for the University, and to the Secretary to the Decimal Association (Botolph House, Eastcheap, E.C.).

On the motion of Dr. Walmsley, it was resolved that at the meeting in May Convocation should elect a Deputy Chairman.

Mr. Hanford had given the Chairman notice of a question as to whether the reported handing over of the rest of the Imperial Institute building to the nation would prejudice the eventual possession by the University of the entire site. In reply, Sir E. Busk said that within

twelve hours of the appearance of this report our Vice-Chancellor had obtained an interview with the Government officials on the matter—a proof, at any rate, that the question was not neglected.

At the meeting of the Senate of the 22nd, Sir A. Rolit duly moved his motion for a degree in commerce, which was referred to a Special Committee for report.

At the same meeting two munificent gifts were announced, viz., £30,000 from the Drapers' Company towards the debt on University College, on condition that the latter be incorporated in the University, and its site, lands, buildings, and endowments be at the complete disposal of the University; also a second offer to the same amount on the death of the anonymous donor, and of £1,000 a year during his lifetime. The Senate and the authorities of University College must agree on a scheme before February 28, 1903.

The grant of £10,000 a year by the Technical Education Board of the London County Council was (subject to that Board's approval) allocated to (1) founding of two professorships and two assistantships in chemistry; (2) organizing teaching of German in London by appointing two professors and three readers; (3) grants of £1,425 and £1,000 a year to two institutions in aid of the Faculty of Engineering; (4) appointing and payment of the regular staff of teachers in the London School of Economics; (5) reservation of £800 a year, pending negotiations with the London County Council as to establishment of a day training college.

A scheme was also approved for establishing advanced courses of study in physiology in the University buildings, and £400 was voted to meet the donation of £2,000 by Mr. Walter Palmer, which was announced at the last meeting of the Senate.

An important report was received from the Faculty of Medicine advising "That the Senate should take steps to secure funds to enable it to establish in the near neighbourhood of the University a school of preliminary and intermediate medical studies."

The regulations in Theology for external students are (for 1902) adopted for internal students also.

Perhaps some graduates may not be aware that the office of Registrar (until lately held by Mr. Dickens) has been abolished, and that we now have a Principal, Mr. Rücker; Registrar of the Academic Council, Dr. Heath (lately Assistant Registrar); Registrar of the Council for External Students, Mr. Milnes (formerly Clerk to the Senate); and Secretary to the Senate, Mr. Percy Wallace (formerly of the London Society for Extension of University Teaching).

The number of candidates entered for the recent Matriculation was 1,658, an increase of about a hundred on the entry for January, 1901.

Mr. Francis Storr has been appointed a member of the Board of Studies in Pedagogy for 1902.

Among recent successes of women may be noted that of Miss Temple Orme at LL.D., and of Miss Ellen Mary Sharp at M.B., with the University Scholarship and a Gold Medal in Forensic Medicine. The Scholarship in Classics at B.A. was carried off by a Cambridge man (Mr. H. G. Wood), as was that in Mathematics at B.A. and B.Sc. (Mr. Frank Slator).

UNIVERSITY COLLEGE, LONDON.

Entrance scholarships for the session 1902-3 are announced as follows:—Three Andrew Scholarships, for Classics, for Mathematics and Science, for Modern Languages and English History, each of £30. Entries on or before April 30; examination begins May 13. The West Scholarship in English of £30, open to students who have passed in First Class of the June London Matriculation. In the Faculty of Medicine a Bucknall Scholarship of £30 for four years and two exhibition of 60 guineas. Entries on or before September 20.

OXFORD.

Among the losses by death, during the eight weeks which have elapsed since my last letter, the best known name is doubtless that of Sir E. Ashmead Bartlett, M.P. for a division of Sheffield. A Christ Church man of some ambition and figure, a clever speaker at the Union in the palmy days of Asquith, Thomas Raleigh, and Herbert Paul, he gave promise which, perhaps, was hardly fulfilled. A more really distinguished man was Sir H. Gilbert, formerly Professor of Rural Economy, who, for more than half a century, continued the experiments—in conjunction with Sir J. Lawes—that made him so high an authority on agricultural chemistry. Another man of science, well known to former generations at Oxford, was H. G. Madan, Classical Scholar of Corpus, afterwards Fellow of Queen's College, and for some years science master at Eton. Two deaths in the last vacation have been due to lamentable accidents. F. J. Bingham, late Exhibitioner of Keble College, was killed in the railway accident at Liverpool on December 23; and W. Clive, who graduated in 1896 from Trinity College, perished on December 9, when visiting the Grande Soufrière of Dominica, in an endeavour to save a guide of his party who had been overpowered by the sulphurous exhalations of a usually quiescent crater.

I omitted to mention in my December letter a successful raid accom-

piished in the October term against that pestilent institution, the surreptitious betting agency, which has been so disastrously increasing in various towns during the last few years. It came to the knowledge of the police that there were no less than four of these offenders, nominally "athletic purveyors"—vendors of various articles required for cricket, lawn tennis, &c.—whose real business was to provide opportunities for youth and inexperience to get rid of their money. The City and University officials acted together: evidence was quietly obtained, the attack was carefully organized, a simultaneous pounce was made, and all four were arrested. The case was clear and complete: the dupes were the witnesses; and all four offenders were fined £100, the maximum penalty allowed by the Act. The case came up before the City magistrates in the morning; and the profitable nature of the business is significantly indicated by the fact that the whole sum (£400) was paid before two o'clock on the same day.

The chief incidents of the Vacation which were of academic interest were the election of scholars for the year by a large proportion of the colleges, and the results of the examination for the principal classical prizes of the year, namely, the Ireland and Craven Scholarships. On the first point there is nothing special to record; but the winning of the Ireland by a "dark horse" excited some interest. The striking fact for some years past has been (in these contests) the indisputable pre-eminence of Balliol College; in the last ten years, for instance, besides winning the great majority of the Cravens and "Distinctions," the first place has fallen to that college no less than seven times. This year it had to content itself with one Craven and two Distinctions, the Ireland being awarded to Mr. J. Jackson, an Honorary Scholar of Queen's College, from Appleby School, in Westmorland. The triumph was all the more remarkable as it is stated on good authority that Mr. Jackson had never done Latin or Greek verses till some time after coming into residence at Oxford.

In regard to University legislation, it is too early in the term to expect any detailed information. For some years past, though not a few minor reforms have been recorded, there has been no considerable project brought before the University. Various causes are assigned for this: the general reaction (not confined to England), the exhaustion due to previous efforts, the impaired financial position of the University, the less progressive attitude of the modern Don. Some of these guesses may be partly true: but the fact is indubitable. But recently certain signs have appeared that the winter of our inactivity is passing over. There are rumours and hints of movement in more than one direction. The questions of (1) a more complete recognition by the University of the modern languages; (2) enabling mature students desirous of residing a short time in Oxford for special work, and not aiming at any degree, to become members of the University without joining either a college or the unattached; (3) reconsidering one or more of the Pass Examinations; (4) formulating the needs, either present or imminent, of the University, in regard to subjects, teachers, and institutions, as the first step towards supplying deficiencies and enlarging the University's sphere of usefulness—all these questions have certainly in the last half-year reached the stage of private discussion, and some of them have gone further. Of course discussions may end in nothing—a truth of which we have had ample experience: but it is equally true that discussion is the indispensable preliminary to action, and it may be reasonably hoped that these signs of activity will not be all abortive. A stimulus has further been supplied by recent events in the educational world, such as the vigorous start of Birmingham University, the discussion on the coming Education Bill, the bursting of the Victoria pod into three new seeds, and the first step just taken by Order in Council towards the long desired Register of Teachers.

The following appointments have been announced:—The Right Hon. J. Bryce, D.C.L., M.P., to deliver the Romanes Lecture. The Right Rev. Bishop of Oxford, the Very Rev. the Dean of Peterborough, the Rev. the Rector of Exeter College, the Rev. J. O. F. Murray, M.A. (Emmanuel College, Cambridge), the Rev. P. N. Waggett, M.A. (Christ Church), to be select preachers; P. Waterhouse, M.A. (Balliol), to be Governor of Newbury School; the Right Hon. Sir W. Hart Dyke, Bart., M.A., M.P. (Christ Church), to be Governor of South-Eastern Agricultural College, Wye; R. F. Dale, M.A. (Queen's), and W. W. How, M.A. (Merton), to be Masters of the Schools; the Rev. J. O'F. Pope (Christ Church), licensed to keep a Private Hall at 11 St. Giles, with 13 St. Giles as *sedes annexa*.

The following degrees have been approved:—Degree of D.D. by Diploma to Rev. Charles Gore, Bishop-Designate of Worcester; Degree of D.Litt. to A. J. Butler, M.A. B.N.C. (Biblical Archaeology); Degree of Bachelor of Science to A. E. Boycott, B.A. Magdalen ("Effect of Temperature on Nerves"), A. J. Eward, non-coll. ("Movements of Protoplasm"), M. H. Gordon, M.A. Keble ("Bacteriology of *Scarlatina*").

The following University scholarships, exhibitions, and prizes have been awarded:—Ireland Scholarship to J. Jackson, Hon. Scholar of Queen's College; Craven Scholarships to E. A. Burroughs (Balliol) and H. L. Henderson (Christ Church), equal; Senior Kennicott (Hebrew) Scholarship to H. W. Robinson, B.A. (non-coll.). Prizes (in the same examination) to Rev. G. H. Box, M.A., and Rev. F. A.

Ingle, B.A., both of St. John's College; Senior Mathematical Scholarship to A. W. Conway (Corpus Christi College); Junior Mathematica Scholarship to W. E. Grimshaw (Corpus Christi College); Exhibition (in the same examination) to R. C. Roe (Balliol).

CAMBRIDGE.

The vacancy in the Chair of Agriculture caused by the appointment of Dr. Somerville to a Government post has been filled by the election of Mr. T. H. Middleton, who succeeded Dr. Somerville as Professor of Agriculture at Durham. Prof. Middleton has had a wide experience of farming in Scotland, England, Wales, and India, and has acquired a high reputation as a teacher and investigator in agricultural science. He comes into residence next term, and meanwhile the academic course is being given by Mr. T. B. Wood, the Secretary of the Board of Agricultural Studies.

Dr. S. S. F. Fletcher is this term lecturing on "The History of Education from the Renaissance onwards." Mr. Sidney Lee, as Clark Lecturer, is delivering a course on "Foreign Influences on Elizabethan Literature"; and the Bishop of Coventry, as Lecturer in Pastoral Theology, on "The Pastor in Teaching, or Religious Instruction viewed in connexion with Modern Educational Methods."

In the December Examination of the Teachers' Training Syndicate two men and fifty-five women passed in the Theory, History, and Practice of Education. Forty women also obtained a certificate of practical efficiency.

A brilliant career has been brought to an untimely end by the death, from a riding accident, of Mr. B. N. Cama, Scholar of St. John's College. With his twin brother, Mr. C. N. Cama, he came to the University in 1898, bringing a high reputation from Bombay. During their college course the Parsee brothers kept step in a remarkable way, and graduated in June last as sixth and seventh Wranglers respectively. They won a distinguished place in the Indian Civil Service Examination in August, and were preparing for the final test in riding when the fatal accident took place.

The Rev. H. S. Cronin, B.D., Dean of Trinity Hall, and lately in command of the University Volunteers, has been elected a Fellow of his college. Mr. E. H. Griffiths, F.R.S., the new Principal of University College, Cardiff, has been approved for the degree of Doctor of Science. The Burney Prize, for an essay on "Design in Nature," has been awarded to Mr. D. H. Macgregor, Trinity, President of the Union Society.

SCOTLAND.

At a recent meeting of the Executive Committee of the Carnegie Trust, it was announced that fees amounting to £22,941. 16s. 6d. have been paid for 2,441 students. The total number of matriculated students in the four Universities is about six thousand, and consequently it may be inferred that about two students in five have taken advantage of the gift. Many matriculated students are, of course, ineligible; but, on the other hand, fees have been paid for many who are not matriculated students—for instance, the students of the veterinary colleges. The exaggerated newspaper rumours about the numbers are thus dispelled, and we have the satisfaction of knowing that this year about £27,000 will be transferred from the fee-paying to the equipment side of the account.

Most, if not all, of the Universities have now submitted to the Carnegie Trust statements of their needs, in so far as these come within the scope of the Trust's action. The only statement which has been published is that of Glasgow University. It asks for a capital grant of £95,000, of which £75,000 is required for laboratory extension, especially for the purpose of research. Of the remaining £20,000, £7,500 is asked for completing the endowment of a Chair of Geology and £6,500 is needed for the Library. In addition to this capital grant, the University asks for annual grants, amounting in all to over £17,000, of which about £8,000 is required for science and medicine, £1,200 for political economy, English, and history, £2,300 for post-graduate fellowships, and £2,700 for the Library. It is mentioned in course of the report that the Extension Scheme has now received subscriptions amounting to £65,000. To this fund one very interesting contribution has recently been made. The Glasgow Corporation has, by a large majority, voted £5,000 from the Common Fund, to be taken either as an addition to the general fund or as a contribution towards establishing a Lectureship on Social Philosophy, as the University authorities may determine. Several English municipalities, including London, Nottingham, Sheffield, Birmingham, Manchester, Liverpool, and Leeds, give large annual grants to Universities and colleges in their respective towns; but this is the first occasion on which a Scottish corporation has made any such grant. It is to be hoped that other Scottish municipalities may follow the example of Glasgow. In each of the University seats the town has now a share in the government of the University, and Edinburgh, in particular, boasts of its "Town's College," in which the Town Council has for hundreds of years enjoyed a great deal of patronage and rule without making any monetary contribution to its support.

The Aberdeen Extension Fund has now been practically completed, the subscriptions amounting to nearly £31,000, and the Dundee Scheme (to which reference was made in these notes some months ago) has made an excellent start with a contribution of £10,000 from Sir W. Ogilvy Dalgleish, half of which is to go towards the building of the new Medical School and half to the extinction of debt.

The Scottish Education Department has issued an important circular, in which the new arrangements regarding leaving certificates are fully explained. As was mentioned here last month, leaving certificates for individual subjects are no longer to be issued, but successful candidates "will receive instead a document certifying that they have passed in a specified subject and grade in the leaving certificate examination." There are in future to be two classes of certificate, one (the leaving certificate proper) being intended for pupils who "have been receiving higher instruction at some recognized school for not less than four years," while the other, the intermediate certificate, will be open to those who have been under instruction for not less than two years. Candidates for the leaving certificate must not be under seventeen years of age on October 1 of the year in which they pass their last written examination for the certificate, and candidates for the intermediate certificate must not be under fifteen. For the leaving certificate, candidates must pass in four subjects on the higher grade standard, or in three subjects on the higher grade standard and two on the lower. All candidates must pass in higher English and in either higher or lower mathematics, and those who take two or more languages other than English must include among these higher or lower Latin. For the intermediate certificate there are also required four subjects, at least one being on the higher standard. English and mathematics must be taken by all candidates, and the remaining subjects may be either science with one language, or languages only. None of the certificates, however, are to be given "merely on the strength of the requisite number of passes in the written examination." The Department must be satisfied, from the reports of the inspectors, that "the course of instruction undergone by the candidate has been of adequate range and quality, and that proper attention has been paid to those elements of the curriculum that do not admit of being fully tested by written papers." In particular it must be shown that pupils are continuing satisfactorily the study of subjects in which they have passed in former years, that their knowledge of a language has not been "wholly obtained from disconnected reading," but includes "a real acquaintance with at least some of the masterpieces of its literature," and that, "especially in the case of a modern language, sufficient care has been bestowed on the training of the ear." In connexion with this last requirement oral examinations are to be instituted, and "increasing importance will be attached to this aspect of the examination in future."

The new regulations have been received on the whole with favour. One important effect of them will be the sharpening of the distinction between the primary, the "higher-grade," and the secondary forms of education. Each has now its certificate of "graduation," or satisfactory completion of its training—the primary school in the merit certificate, the higher-grade school in the intermediate certificate, and the secondary school in the leaving certificate. It is, however, feared by some that this sharpening of the distinction between the various kinds of school, along with the requirement of a four-years' course of secondary education after the age of thirteen, may prevent many county schools of the type which is common in the North of Scotland from sending up as many pupils as they do at present for the leaving certificate examinations, and, consequently, that secondary education in the county districts may be discouraged. There is also difference of opinion as to the age limits. It is pointed out that some students at present pass the University Preliminary before they are seventeen years of age, and that too high an age limit will add to the cost of a secondary education, and thus reduce the number of pupils. On the other hand, there is no doubt that the average age of students entering the University is now over seventeen, and the limit will certainly have a good effect in decreasing over-pressure and cramming. As regards the intermediate certificate, it has also been suggested that, if the age limit had been fixed at fourteen, instead of fifteen, pupils of primary schools who have taken the merit certificate, say, at twelve, and who must continue to attend school until they are fourteen, would have had something definite to work for. The imposing of other tests than that of written examination is also generally commended, though there is difference of opinion as to the practicability of the oral examinations. It is impossible at present to forecast accurately the effects of the change, but they are certain to be considerable; and the working of the new regulations will for some time be watched with much interest. In any case, the general spirit and intention of the Department's action are altogether admirable.

New chemical and physical laboratories and an art room have been built in connexion with the U.F.C. Training College (Moray House), Edinburgh; and, in opening these, Mr. Thomas Shaw, M.P., said, regarding the courses now open to the students, that, "if the existing state of matters had been predicted twenty, or even ten, years ago, the man that foreshadowed it would have been regarded as an idealist or a dreamer of dreams."

The number of matriculated students at Edinburgh University

during the past year was 2,929, being an increase of 175 on the number for last year.

IRELAND.

An event of the highest importance to Dublin University and to the education of women in Ireland has recently occurred. At a meeting of the Board of Trinity College, Dublin, held in the middle of January, Dr. Mahaffy, S.F.T.C.D., introduced a resolution that the time had now come seriously to consider the opening of Trinity College to women, and the best method by which this could be carried out, and the resolution was carried by a majority of three to one. Thus, a momentous change, which eight years ago was agitated for without any effect, has been suddenly brought about at a time when no outside pressure was being used to effect it.

At the time of the Tercentenary of T.C.D., in 1892, the Central Association of Irish Schoolmistresses presented a memorial, signed by 10,500 educated Irishwomen, praying that the benefits of the College and University might be opened to women. This was accompanied by one signed by a very large number of distinguished men to the same purpose, and by one signed by almost all the Junior Fellows of T.C.D., undertaking to carry out the additional teaching that might be required. The Board were long in giving any reply, its two most influential members, the Provost (Dr. Salmon) and Dr. Ingram, being strongly opposed to such an innovation. An influential committee of public men was formed, which for three years acted with the Central Association in negotiating with the Board, and sent a deputation to discuss the matter with them. The Academic Council drew up a scheme for the admission and teaching of women, and the Board themselves took counsel's opinion as to their ability, according to the statutes of the University, to admit women; but in 1895, when at length they gave their decision, they refused the prayer of the memorial. They, however, gave permission to any woman who had passed the T.C.D. Examinations for Women, to enter for the Honours Examinations in Senior Freshman year, and for those for Honour degrees, *i.e.*, Moderatorships.

Only one woman has since made use of this permission, Miss Beatty, who eighteen months ago obtained Senior Moderatorship and Gold Medal in Modern Languages. Meanwhile the old T.C.D. Examinations for Women, which were wholly unsuitable and out of date, were so little used that in 1900 they were altered to one examination, identical with the entrance examination for men students. A number of women passed this examination in 1901, some taking Honours or "High Places at Entrance." They were, however, told this winter that they could not be allowed to advance any further in the curriculum. Probably the position that women would be left in if, as is likely, the Royal University be practically swept away and a Catholic University established, when Irish women students would have no University teaching, except such as might be provided for them in the latter, influenced Trinity College to yield to the advance of the times. The members of the Board are almost wholly different now from those in 1895, the Provost, however, remaining, and as much opposed as ever to the change. The large and increasing number of women entering the Royal also, and the remarkable distinctions they have won, may make it appear desirable to obtain such students, the numbers entering T.C.D. not being so large of late years as they formerly were.

This timely action on the part of Trinity College simplifies one of the problems before the Royal Commission. It not only provides for Protestant women, but greatly strengthens the position of the Catholic women students. The Catholic authorities can hardly refuse to give them equal advantages, especially as Trinity College will be open to them to go to, if greater advantages are afforded to them there. It is believed, however, that the Catholic bishops are not adverse to giving the full advantages of teaching and degrees to women students.

Meanwhile the opinion is steadily gaining ground that the scheme first suggested by Dr. Mahaffy (who is distinguishing himself laudably at the present juncture), of affiliated colleges with very large autonomy under Dublin University, is by far the best solution of the Irish University problem. It is also likely that a provision by which the examining shall be done by those who teach, so that the teaching shall dominate the examination, and the system of lecturers being compelled to "prepare" for examinations arranged by others, which has so disastrously held sway in Ireland, shall be done away with, will be made.

A difficulty, however, has been raised by Mr. Drummond, K.C. He holds the view that there is no "Dublin University" apart from Trinity College, that the latter is the University of Trinity College, in or near Dublin; and he supports this view by reference to the wording of all the charters, statutes, and legal documents dealing with Trinity College. This is not the general view; but, if it be the correct one, affiliated colleges could not be established under Dublin University without a complete change of the constitution of the ancient University and college, and the present Commission, without enlarged terms of reference, could not enter into such a scheme.

(Continued on page 132.)

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During the month of January three memorials were drawn up by educational associations on the subject of the evils found in the new rules of the Intermediate Board. They largely agree with the criticisms recently sent in by the Dublin Branch of the Teachers' Guild. The Irish Schoolmasters' Association, at their annual meeting on December 27, 1901, passed a series of resolutions objecting to six subjects and a percentage of 40 being necessary for a pass; to exhibitions being paid to the schools instead of, as heretofore, to the pupils; to the scheme of home reading as practically making the English course so long and difficult that it is being discarded altogether in the schools; to the addition of history to the modern languages courses; to the compulsion to take science; to the non-publication of the results; and to various other matters. The Catholic Head Masters have reiterated the objections they made last June. They also object to the mathematical courses as, in many respects, too difficult, and ask that prescribed authors shall be set in every grade. They also desire that the scope and nature of the inspection established shall be defined. Their suggestions are somewhat vague.

The Central Association of Irish Schoolmistresses held their annual meeting on January 16, when a series of resolutions were passed which agree with those of the other associations in objecting to the six subjects and percentage of 40 for a pass as producing serious overwork; to the English course; to advanced drawing being required with experimental science; to the difficulty of the mathematical courses; and to the bad arrangements for history in the programme. They add also a clause drawing the attention of the Board to the many difficulties small schools throughout the country find in preparing for the Intermediate under the new rules, and to the evil that at present the teaching of children under thirteen is wholly uninspected, undirected, and unendowed by the Intermediate Board.

It is hoped that the general unanimity of these memorials will produce some effect. The schools also protest strongly against the examinations being postponed to July. For this year the date has been fixed for June 17; but the postponement till July was defeated on the Board by one vote only, so it may again be attempted.

Most of the large schools are trying to meet the very exacting requirements of the Board for science teaching, and are fitting up laboratories at great cost—the Christian Brothers' schools in Dublin, St. Andrew's School, Stephen's Green, and Sandymount Academic Institute among others. At the opening of the new laboratories in the latter school, Mr. Gill, Secretary to the Department, spoke with much enthusiasm of the eagerness and thoroughness with which the secondary schools were taking up science teaching, and said nearly 170 schools had fitted up laboratories and arranged to take the science courses which the new Department have instituted. At the same time regular technical schools under the local Councils, assisted and supervised by the Department, are being established everywhere with the same spirit of interest and energy. The first public commercial school, similar to those established in other countries, opened in Ireland will be that in Rathmines, near Dublin, under its Urban Council and the Department, which will commence work early in March.

The Intermediate Board have entirely revised their method of examining. They have appointed eight permanent examiners, who, in consultation with a sub-committee of the Board, will set all the papers. A number of sub-examiners will be employed to assist in the correction of the papers. It is evident that much of the practical results will depend on how this latter work is done. It is deeply to be regretted that the Board, in their reforms, did not discard examinations, or much reduce them. No real improvement in methods of teaching or in avoiding overwork is possible under such a system as the present.

SCHOOLS.

ABBOTSHOLME, THE NEW SCHOOL.—A capital performance of Gilbert and Sullivan's "H.M.S. Pinafore" (by kind permission of Mrs. D'Oyley Carte) was given at the end of last term by the boys, who showed marked dramatic and musical ability. As the ages vary from eleven to eighteen, the four voices were well represented, and the balance of tone was good. The opera was learnt and rehearsed by the boys themselves; but towards the end of the term Mr. Rawlinson Wood, Mus. Bac., the visiting pianoforte master, seeing what excellent work the lads were doing, volunteered his assistance as accompanist, and Mr. Cooke, following suit, painted the very effective scenery. All the characters were taken by the boys themselves, except Josephine, the Captain's daughter, which was prettily sung and acted by the sister of one of them. There was no orchestra, as all the musical boys were on the stage; but a grand piano was ample support for the young voices, whose sweetness and freedom from forcing was a credit to the singing teachers. The distinct enunciation was also noticeable, every syllable being heard at the further end of the large hall. If we remember that the opera was got up in one term, in the boys' "free time," it may be considered a very remarkable performance. The stiff self-consciousness that too often characterizes amateur acting was entirely absent.

(Continued on page 134.)

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LECTURE V.—Early forms of productive imagination in the race and in the child. How the materials of experience are transformed in imaginative processes. Value of the imagination. The disciplined activity of imagination in methodical construction of ideal products. The teacher's control of the imagination. Common errors in children's efforts to imagine things.

LECTURE VI.—The relation of imagination to general thinking. The organic connection of thought and language. First generalizations of the child. The development of general ideas in fullness and precision. Methodical exercises in generalization by the teacher. The relation of the observation to the classification of things.

LECTURE VII.—Thinking as apprehension of relations. Articulation of thought in the sentence. Judgment as means of rendering vague knowledge clear. The early forms of inference. The logical forms of the reasoning process. Educational problems growing out of the early exercise of the reasoning powers.

LECTURE VIII.—Interactions between observation, imagination, and thought. Intelligence as a trained capacity to understand. The process of assimilating knowledge and the doctrine of apperception. Early forms of apperception. Methodical apperception by way of clear general ideas and systems of ideas. The action of the teacher on child's apperceptive tendencies.

LECTURE IX.—The fiction of an isolated intellectual activity. The development of intelligence as including that of feeling and volition. The attitude of interest and attention. Different estimates of children's curiosity. The development of interests. The desire for knowledge and the higher control of the attention.

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All the leading parts were most admirably done, and the chorus entered fully into the fun, and did very effective by-play. The Christmas entertainment at Abbotsholme is for "the neighbours," and about two hundred guests—gentry, clergy, farmers, labourers and their wives, with a few parents—were welcomed by the Head Master and Miss Reddie.

BOLTON GRAMMAR SCHOOL.—Since the foundation, in 1877, of the valuable Thomasson Scholarships (tenable at any school in the county), only one scholar came to us previous to this year. Of the four elected recently, three have come to us. We congratulate J. Hilton on coming out first in all England in cotton-spinning, and second in the North of England in mechanical engineering, and E. N. Cunliffe on his election to a Medical Fellowship at the Owens College. The large increase in numbers (forty-three new boys joined this session) has necessitated an increase of the staff. We welcome Mr. E. P. Dixon, of Exeter College, Oxford, and Mr. M. P. Andrews, of Oriol College, Oxford.

CHELTEMHAM LADIES' COLLEGE.—The Société des Professeurs de Français en Angleterre have just issued their report of the annual *grand concours*. This year, for the first time, the President of the French Republic has offered a Sèvres vase to the two colleges, boys and girls, that have obtained the highest total. The Cheltenham Ladies' College has gained one, having reached the grand total of 3,061 for five candidates. This college obtains also the silver medal given by L'Alliance Française, besides three prizes and eleven *mentions honorables*. In the *concours des lauréats* this college also obtains a prize.

HALIFAX, THE CROSSLEY AND PORTER SCHOOLS, SAVILE PARK.—Mr. Edward Eaton Walker, B.A. Cambridge and B.Sc. London, a former pupil, has just been appointed, by the Foreign Secretary, Geologist in the British East Africa Protectorate. He spent six or seven years in Halifax; then proceeded to the Bradford Grammar School. Here he was most successful in winning open scholarships, and in due course he proceeded to Cambridge, where he obtained high honours. He will shortly start for Zanzibar and Mombasa, to commence his work under the Foreign Office.

UNIVERSITY COLLEGE SCHOOL.—School lectures for Lent term:—January 24, 3 p.m., "Africa" (Mr. A. W. Andrews, Secretary of the Geographical Teaching Association). February 14, 2.45 p.m., "Impressions of India" (Mr. C. Pilkington, of *Black and White*). March 7, 2.45 p.m., "Pipes of All Peoples, Flutes of All Ages" (Mr. J. Radcliff, F.R.A.M.), with musical illustrations. Also "Norman Influence in England" (Rev. Dr. Cunningham, of Trinity College, Cambridge).

WAKEFIELD GRAMMAR SCHOOL.—In the recent scholarships examinations at Cambridge, L. B. Booth gained £80 a year for mathematics, at Christ's College, and E. H. Jalland £100 a year—Foundation Scholarship and Cave Exhibition combined—for classics, at Clare. The Old Boys' Dinner was held on the 7th ult., and was well attended, the guest of the evening being H. M. Taylor, Esq., M.A., F.R.S., ex-Mayor of Cambridge, and late Fellow and Tutor of Trinity. The Mayor of Wakefield and the spokesman of the Governors of the School this year are both Old Savilians.

PRIZE COMPETITIONS.

The winner of the Translation Prize for December is G. E. Dartnell, Esq., Abbotsford, Salisbury.

The Translation Prize for January is awarded to "Hector."

The Extra Prize for January is awarded to "Gumption."

Quattuor robustos filios, quinque filias, tantum domum, tantas clientelas Appius regebat et caecus et senex. Intentum enim animum, tamquam arcum, habebat, nec languescens succumbebat senectuti. Tenebat non modo auctoritatem, sed etiam imperium, in suos; metuebant servi, verebantur liberi, carum omnes habebant: vigeat in illa domo mos patrius et disciplina. Ita enim senectus honesta est, si se ipsa defendit, si ius suum retinet, si nemini mancipata est, si usque ad extremum spiritum dominatur in suos. Ut enim adolescentem, in quo senile aliquid, sic senem, in quo est aliquid adolescentis, probo; quod qui sequitur, corpore senex esse poterit, animo numquam erit. Septimus mihi Originum liber est in manibus; omnia antiquitatis monumenta colligo: causarum illustrium, quascumque defendi, nunc cum maxime conficio orationes; ius augurum, pontificum, civile tracto; multum etiam Graecis literis utor; Pythagoreorumque more exercendae memoriae gratia, quid quoque die dixerim, audierim, egerim, commemoro vespere. Hae sunt exercitationes ingenii, haec curricula mentis; in his desudans atque elaborans, corporis vires non magno opere desidero. Adsum amicis; venio in senatum frequens ultroque aratro res multum et diu cogitatas, easque tuor animi, non corporis viribus. Quae si exsequi nequirem, tamen me lectulus oblectaret meus,

(Continued on page 136.)

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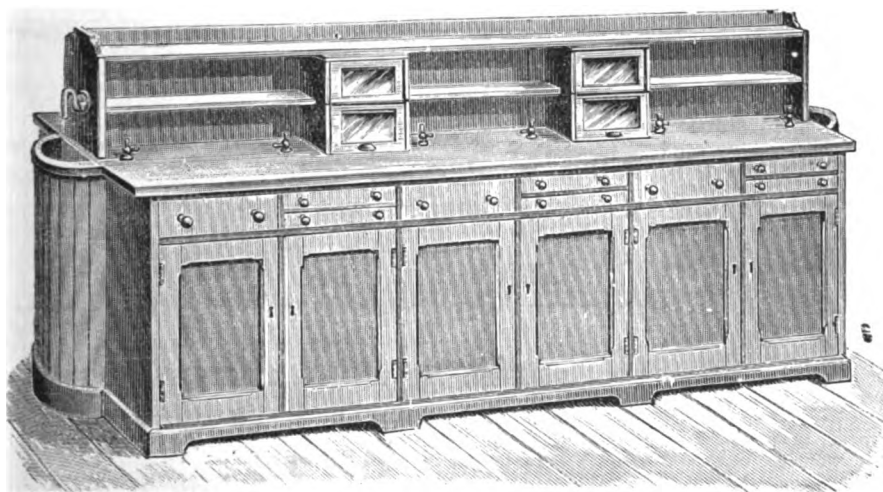
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ea ipsa cogitantem, quae iam agere non possem : sed ut possim, facit acta vita. Semper enim in his studiis laboribusque viventi non intelligitur, quando obrepat senectus. Ita sensim sine sensu aetas senescit ; nec subito frangitur, sed diuturnitate extinguitur.

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Four stalwart sons and five daughters, a large household, and a crowd of dependants obeyed the rule of Appius, blind and old as he was. For he kept his mental powers well strung—he would not fail and give in to old age. He was still not only the master, but the autocrat, of his house ; feared by his slaves, respected by his children, beloved by all, in that household the traditional control of the head of the family was a reality. Indeed, old age is honourable only if it is independent, if its authority is unchallenged, if it has not surrendered itself into other hands, if to the last moment of life the home is dominated by its influence. For, as in a young man I like to see something elderly, so I like an old man to have a touch of the youth about him ; and he who can compass this, though his body may age, will never be old in mind. I have on hand the Seventh Book of my "Origins" ; I am amassing all records of the past ; I am just now completing a collection of the defences which I have made in celebrated cases ; I am studying law, both the common law and augural and priestly jurisprudence. Again, I apply myself much to Greek literature, while, to practise my memory, I take a hint from the Pythagoreans, and recall each evening all that I have said or heard or done in the day. Thus does my intellect get its exercise, and I run mental races : in the toil and heat of such pursuits I do not feel keenly the loss of bodily activity. I am at the service of my friends ; I constantly attend the meetings of the Senate, where I come forward with the well-considered suggestions of a long experience, and uphold them with intellectual, if not with physical, vigour. And, even if I were not equal to such efforts, I could be well content with armchair meditations on those very projects which I could no longer carry out. As it is, thanks to my past life, I have not lost the power. For one who has all his life been actively engaged in such pursuits does not notice the moment when old age begins to steal on him. Thus slowly and insensibly life passes into age, till, without any sudden break, in the fullness of time the light flickers out.

We classify the 102 versions received as follows :—

First Class.—Cato major, Tempus fugit, Jam senior mox senex, Hector, Rupes, Redwal, Gempy, T.L., E.M.M.C., H.M.I., M.G.

Second Class.—Vervigil, Ulula, Borealis, Sine labe decus, Bobbs, Glendale, Jawasentha, I.S.S., Jacobus, L.P.H., Dionca, Edna, Barbarus, Caianus, Lusignan, E.H.O., Βάρβαρος, Lorenzo, Elroy, T.G.M., Q.M., Semper eadem, Conservative.

Third Class.—27, Elm, Patrick, Avon, La Desirous, Sarnech, Herondas, Shamrock iii., Y.L., Toby, Dragon, Q.O.A., Peterite, H.E.R.J., Corinna, C.P., 59, Blobs, Franks, cos (A + B), Dimmy, Senesco, Dorothea, Tweedledum, Civis Romanus, E.S.B., Nostradamus, De Wet, Jaculum, Novimus, Leslie, Tweedledee.

Fourth Class.—Hwulum, Hanover, Venus, Clotho, M.E.R., Pingpong, Aristobulus, C.Q.X., Whitwarr, Gipsy, Salutaris, A.C.C., Holly, Chap, L.O.S., Una, Otae, Under, Quick, Sta, M.A.M., Nota, Toney, Winton, O.O.

Fifth Class.—Endirby, Curius, Cato minor, Q.Q., Lavengro, Mus, Toby, Fourth Class, Puellula, P.L.E., Colon.

I will begin by disposing of the "vulgar errors," if I may borrow without offence Sir Thomas Browne's phrase. The context shows that *languescens* cannot be concessive, "though enfeebled by age." *In manibus*, not "on hand" or "in my hands," but "in hand," "I am engaged on." *Nunc cum maxime*, "at this very moment." *Desudans*, "toil hugely," said of Sir Walter Raleigh, is distinctly preferable to "sweat." *Adsum amicus*, "I appear in court for my friends," not merely "help" or "visit," which is a positive blunder. *Lectulus*, "lounge" or "easy chair," not "bed."

To pass to higher criticism, in the first sentence the order is all-important. The chief emphasis falls on the last words ; and these in English naturally come first. "Blind, and stricken in years, Appius Claudius still governed, &c." *Tenebat*, "his personal influence was as great as ever and his word was still law." *Metuebant*, "feared as a master and revered as a parent, he was by all regarded as a friend." *Vigebat*, "the old fashions of our fathers and their rules of life were in full action in that establishment"—so runs Mr. Shuckburgh's version, perfectly correct, but limp and long-winded—eighteen words for eight in the Latin. "His household was a model of patriarchal manners and discipline." *Ita sensim*—the last sentence was the touchstone ; and even the translation with least alloy is debased coin beside the pure gold of Cicero—"So slowly and silently age steals on, and at last there is no rude shock, but life expires like a taper that has burnt to the socket" ; or "the lamp of life is not suddenly quenched, but flickers out with lapse of time." The alliteration must be preserved, and the latent metaphor must be brought out.

(Continued on page 138.)

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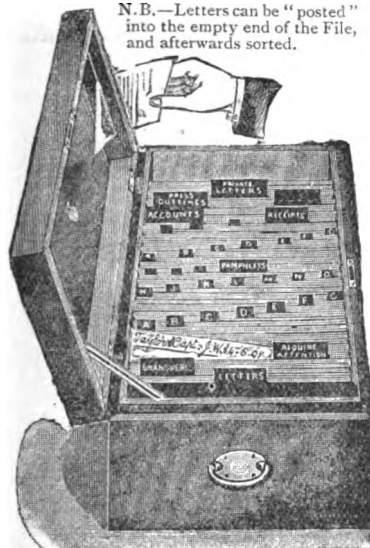
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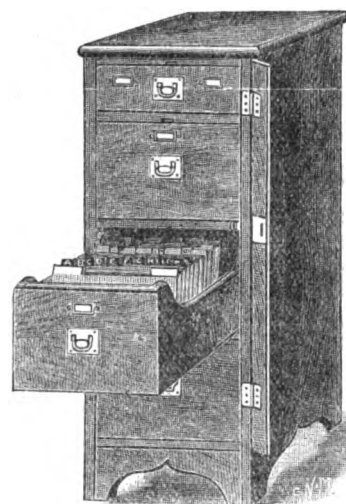
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5. How do you distinguish a "waxing" from a "waning" moon? Illustrate by sketches.
6. Name two materials used in the construction of modern houses which you consider the most indispensable. Give reasons for your selection.
7. In constructing a weathercock for the North Pole, what modifications would you suggest?
8. What are the advantages and disadvantages of being very tall?
9. The front wheels of an omnibus are smaller than the hind wheels, but the wheels of a railway carriage are uniform in size. What reasons can you give for this difference?
10. A grocer, about to weigh half-a-pound of sugar, discovers that all his weights are lost, except the 2-lb. and 3-lb. How can he get over the difficulty?
11. What advantage has a three-legged stool over one with four legs?
12. Tom was born on the last 29th of February in the nineteenth century and Harry on the first 28th of February in the twentieth century. What is the difference in their ages?

The competition for the Extra Prize was disappointing. Only twenty-six papers were received, and of these only three deserve notice. "Ox. Short" was far too elaborate—fox, goose, and cabbage problems raised to the nth. "E.A.F." was sensible, but the best questions were not original. The prize winner has two questions on the calendar, and we do not care for 4, 8, 11. Most candidates confused common sense with general information.

A Prize of Two Guineas is offered for the best translation of the following passage from Sainte-Beuve:—

Et après cela, innocents et lettrés que nous sommes, n'insistons plus trop sur les beaux Mémoires de l'an V, sur celui, en particulier, qui traite si bien du moral et de l'esprit commercial de ces mêmes Etats-Unis; avis à nous! n'insistons pas trop non plus sur telle ou telle circulaire remarquable, telle ou telle dépêche faite pour être montrée, et sur l'excellent discours académique de 1838. Tout cela n'était que le dehors, la décoration, le spectacle: franchement il y avait trop de reptiles par derrière, au fond de la caverne,—de cette caverne dont le vestibule passait pour le plus distingué et le plus recherché des salons.

Sir Henry Bulwer a très-bien pris et rendu la mesure de l'esprit politique et pratique en M. de Talleyrand; mais décidément son indulgence n'a pas fait assez large la part de ces vices fondamentaux; il s'est montré trop coulant sur une chose essentielle. Le flair merveilleux des événements, l'art de l'à-propos, la justesse et, au besoin, la résolution dans le conseil, M. de Talleyrand les possédait à un degré éminent; mais cela dit et reconnu, il ne songeait, après tout, qu'à réussir personnellement, à tirer son profit des circonstances: l'amour du bien public, la grandeur de l'Etat et son bon renom dans le monde ne le préoccupaient que médiocrement durant ses veilles. Il n'avait point la haute et noble ambition de ces âmes immodérées à la Richelieu, comme les appelait Saint-Evremond. Son excellent esprit, qui avait horreur des sottises, n'était pour lui qu'un moyen. Le but atteint, il arrangeait sa contenance, et ne songeait qu'à attrapper son monde, à imposer et à en imposer. Rien de grand, je le répète, même dans l'ordre politique, ne peut sortir d'un tel fonds. On n'est, tout au plus alors, et sauf le suprême bon ton, sauf l'esprit de société où il n'avait point son pareil, qu'un diminutif de Mazarin, moins l'étendue et la toute-puissance; on n'est guère qu'une meilleure édition, plus élégante et reliée avec goût, de l'abbé Dubois.

"Z.Y.X.'s" Extra Prize of Two Guineas will be awarded for the best annotation of Victor Hugo's "Hernani," Act IV., Scene ii. (the soliloquy of Don Carlos.)

We have been asked, in regard to this Prize, what is intended

by "Annotation"? Such notes and comments as a teacher would desiderate in a school edition of the play.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by February 15, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

PARENTS AND SCHOOL BOARDS.

By A SCHOOL BOARD MANAGER.

ANY one who watched the course of the last School Board election, and noted the absurd disproportion between the number of votes polled and the body of electors they represented, cannot but have been struck by the extraordinary apathy evinced by the London ratepayers on that important occasion. This pronounced indifference on a home question of really vital issues is all the more striking when contrasted with the feverish interest displayed by the public in military affairs seven thousand miles away. It is a melancholy, but indisputable, fact that "khaki and scarlet" have carried all before them, and have given the less exciting questions of domestic politics "no chance of a show." How may this want of interest in matters educational be accounted for?

Certainly, there is nothing dramatic or picturesque about the essentially hum-drum progress of a School Board election; neither is there anything epic about the schools themselves, and the laureate is yet unborn, who, doubtless in time to come, will interpret and voice the poetry that is still somewhere latent in those outwardly prosaic institutions. In fact, our Board schools fail, somehow, to appeal to the popular imagination. That emotionally responsive public which takes an almost morbid delight in lurid descriptions of scenes "at the front," revels with hysterical glee in warlike, not to say rowdy, demonstrations, and is ready to scream itself hoarse over burning questions of campaign administration, is oblivious of the fact that "education is a better safeguard of liberty than a standing army," and is quite callous as to the methods by which the vast machinery of our Board-school system is worked. Yet, for the average Londoner, the only side on which such questions affect him is that of his pocket. Your ordinary citizen has come to regard such institutions as more or less necessary evils, to whose maintenance the long-suffering ratepayer must resign himself with as good a grace as possible, though he will grudge an education grant far more bitterly than he would one for military armaments.

Taking the British public then on its own ground—and it is nothing to-day, if not patriotic—is it not eminently a question of patriotism, considering how inextricably the future fortunes of our Empire are bound up in the education of "the masses." "Is not education"—to quote Lord Reay's words—"a great Imperial interest"? Our very ideal of a State necessarily implies a corresponding ideal of education for that State. Yet it is extraordinary how, by a singular process of reversal, our much vaunted Imperialism, with a large majority of our countrymen, has only reference to foreign expansion and none whatever to internal development. The truer and deeper expansion is, after all, going on in our very midst, in the efforts made by our Board schools to train and fit the rising generation for their future place in our huge social economy. Few seem to recognize that our Board-school teachers are the true Empire-makers, developing, as they do, the faculties of those who are to carry on, for good or for ill, the traditions of the race. Did we realize this fact properly, it would surely be one of our most earnest pre-occupations as to how such an institution as the Board of Education is represented amongst us, and, failing such convictions, we are lamentably deficient in public spirit.

One reason for the existence of this indifference is no doubt that curse of all scholastic work, within as without, the monotony of routine which makes all school work so unattractive to the mere outsider. Every teacher, alas! knows its deadening effect: is it not the *bête noire* which persistently dogs his steps, chilling his aspirations, quenching his enthusiasms, and laying its cold hand on master and pupil alike? Much more, then, to the public is the even tenour of school work dull and devoid of

attraction. The patient and unwearying toil of those engaged therein—often culminating in efforts little short of heroic—meets with no recognition from the world at large, which turns a deaf ear to those dry statistics and technical formulæ which too often overweight educational problems. As for “the man in the street,” news of the yacht race or the last attempt to corner Botha is infinitely more interesting to him than anything the School Board can furnish.

Moreover, there is a remarkable absence of what may be called personal interest in the schools. Ratepayers do not even care to see how their often sorely grudging subsidies are spent—a fact which proves that your average voter is not so commercial-minded as he is credited with being. It is hardly too much to say that there is no branch of life and work in which so little interest is displayed as education. Our racecourses draw their thousands; our theatres and music halls are never empty; our picture galleries and museums, even our hospitals, attract their quota of visitors; but our Board schools are, as far as the general public is concerned, an undiscovered country that it has neither the will nor the curiosity to explore. The whole work is, in fact, viewed by the bulk of our upper and middle classes with a frigid indifference, which is as harmful to the true interests of national education as the pronounced hostility of that happily now fast dwindling section of the community which lifts up its hands in pious horror at the bare notion of teaching “the masses” anything beyond the three R’s.

And, if outsiders are thus indifferent, what shall be said of those who might reasonably be supposed to have the most interest in the matter? “How,” it has been asked, “is the ordinary School Board child’s parent to be got to take an interest in the school?”—a pertinent question, indeed, but difficult enough of solution. It is quite obvious that the most direct means to this desirable end would be to bring parents into closer relation with the schools; but this, in itself, is a matter entailing manifold practical difficulties, especially when it is remembered that the majority of those whose children are being educated by the State are much too deeply engrossed in the sordid task of bread-winning to have time or thought for aught else.

It is conceivable that the organization of lectures to parents, on more or less practical lines, might tend to unite together in a mutual interest a fraction at least of those concerned. But, remembering the decided preference of the proletariat for amusement to instruction, one would rather plead

for the organizing of *fêtes* on a scale commensurate with the schools in whose name they would be celebrated, which should serve more especially as a means of reunion for the parents of the scholars, and, at the same time, be identified with the work of the latter. Such *fêtes* might well take the form of a democratic equivalent to the “prize day” at our great public schools, or “Arbor-day” in the United States, so that the prize distributions might take place with a suitable “flourish of trumpets,” and not be the bald, graceless functions they now so often are.

Of the thorny question of the Church’s attitude towards Board schools one hesitates to speak, closely connected as it is with the religious difficulty; but there is little doubt that, could the Church exchange her present rôle of active hostility, or, at best, of armed truce, for that of a sympathetic ally, her moral support would be invaluable in quickening lay interest in the State’s educational work, and would ensure the suffrages of many who, at present, preserve a timid neutrality in a matter of vital importance. It is, however, an encouraging sign of the times that the barriers of prejudice are now being broken down, on many sides by the clergy themselves, a number of whom have already held out the right hand of fellowship to those who ought to be their active coadjutors in the cause of enlightenment and progress. The Bishop of Rochester’s highly sympathetic address to Board-school teachers, at a meeting held at Sion College, last year, in connexion with the Guild of St. Edmund, is an admirable case in point.

In conclusion, one practical suggestion for remedying, in part at least, the state of things as above described may be offered. To see something of the life and work in a London Board school is an education in itself—albeit, a wholesome experience too often neglected. To know something of the methods by which large numbers of children are disciplined and trained to better mental and physical development is indeed a revelation of what a great national work, what a consolidation of empire in the best and truest sense, is being carried on in our midst. May we not with reason plead with the public to take a more active interest in a matter so nearly touching our national welfare? Did they but visit the schools now and then, outsiders would find there much to awaken their admiration and to stimulate their interest, much to quicken their patriotism and deepen their pride as English citizens, and would return, perhaps, themselves the richer for new thoughts and sympathies, born of a more perfect and practical knowledge of Board-school aims and ideals.

These School and Teachers' Advertisements are continued from page 90.

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Miss BELOE, B.A. (Honours) London, late Senior Mathematical Lecturer at Westfield College, London.

ASSISTANT MISTRESSES.

Miss GRETA GREIG (Somerville College, Oxford), History Honours Schools, Second Class; studied three years abroad in Paris and Leipzig; three years' teaching in Sutton High School.

Miss HILDA SMITH (Westfield College, London), B.Sc., Botany Honours Intermediate; one year Science Mistress, Croydon High School; two years and one term in charge of Science Department at St. Leonard's, St. Andrews. Also First Class Certificates, South Kensington, in Advanced Model Drawing and Advanced Light and Shade.

Miss A. E. MONK (Newnham College, Cambridge), Historical Tripos, Parts I. and II.; one year's teaching in Normal School, Bordeaux.

Miss ETHEL WORTERS (Girton College, Cambridge; Training College, Cambridge), Classical Tripos, Teachers' Training Certificate; two terms' experience in teaching in Cambridge; Tennis Champion and Captain of the Hockey team, Girton College.

Miss MARGARET GRIFFITH (Girton College, Cambridge), Scholarship on Senior Camb. to Girton (First Girl in England); Mathematical Tripos, Senior Optime seq. 42; one term's experience in teaching in Macclesfield High School.

Miss AUDREY YORKE (St. Botolph, Boston, U.S.A.), Certificate in Physical Training; Conductor of Swedish Gymnasium at Cliftonville, Margate; five years' experience in teaching.

Miss ISABEL MACFARREN (Royal Academy of Music), Silver and Bronze Medallist, R.A.M.; late resident Music Mistress in Music School, Nottingham; five years' experience in teaching.

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In the event of no delivery of papers having been made by post, I shall be glad to send parcels on receipt of applications from Principals.

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TEACHERS' GUILD CONFERENCE.

A CONFERENCE of the Teachers' Guild was held at the College of Preceptors on January 13 and 14. The Hon. the Rev. Canon LYTELTON, Chairman of Council, presided.

The CHAIRMAN said that they had met this year, not to discuss the politics of education, but strictly educational matters. There was at the moment an extra amount of agitation in the country which was only in part educational. Any one who suffered from the climate, or influenza, or a sluggish liver found relief in abusing the Head Masters' Conference. If any defects were pointed out in national character or arrest of progress in the expansion of the Empire, the fault was all laid at the door of the schoolmaster. Yet this stream of criticism was a good thing for them. In response to a national demand they must set their house in order, consider their ways, and be wise.

Observational and Field Work as the basis of Geography Teaching.

In the unavoidable absence of Prof. Seeley, Miss JOAN REYNOLDS read the first paper. In geography the problem of the teacher was where to find and how to use the raw material—not only what was provided in books, but what lay around them in Nature—to teach the pupil how to observe, to record observations, and to draw inductions. That direct observation must precede indirect was an axiom laid down in Rousseau's "Emile." The *Heimatkunde* of the Germans was practised by Pestalozzi in his school at Yverdon. He used to send his pupils out to gather their own clay, and mould in relief the valley where they found it. It was a good thing to tell children beforehand what they were expected to observe. Each child might be given a slip of paper with questions to guide its observation. All observation need not be strictly geographical. In towns it must be confined to marking and interpreting masses of buildings. Rock formation, as the basis of geography, required special attention. For the study of land forms and their history, Mawrer, Geikie, and Russell were very helpful. At the Summer Extension Meeting of 1900, Prof. Davies, after lecturing on the evolution of land forms, had taken a select class, of which she was one, to study the Cotswolds. Had representatives of Chili and Argentina attended and observed the shifting of water volumes, the present quarrel might have been avoided. Field excursions by schools could only be rare treats—twice or thrice in the year. Mr. Cowen, in his account of the annual school journey from London to Godstone, had shown how they should be prepared for and organized. In the classroom no elaborate apparatus was needed. The most important points to illustrate were relief of land and climate. The rest of geography teaching was mainly a matter of deduction. Thus, the first voyage of Columbus might be worked out by observing the prevailing winds of the Atlantic. Sections and contour lines might be made plain by gradually filling a flat vessel, and marking the ascending water levels. Dr. Mill had written a useful pamphlet on a sheet of the Sussex Ordnance map. The rarity of geography teaching by this method was due not so much to the ignorance of the teachers, but to the difficulties they encountered. The questions set in examinations did not test this kind of work. She suggested that the pupil might be set to interpret a map of the district. Direct observations of the natural features of the locality must precede the study of a map. Further, field work must not be confined to the first stages. At each stage fresh features had to be observed. The three natural stages were: 1. Observation of typical forms of earth and water. 2. Comparison and reference to causes. 3. The power to interpret the present and forecast the future.

Mr. LYDE feared he was there on false pretences. He did not care a scrap for geography apart from teaching. In the few observations he had to offer he should ignore all that Miss Reynolds thought most important. It applied to babes, not to the boys he had taught. His boys had no happy valley in which to roam, and they did not want to. Clay they had everywhere, sunshine none; they could only study rain. The average boy would not remember what you wanted him to. If you impressed on a boy that you were not going to require the heights of mountains, he would remember them to a foot. He could not draw or model himself, and he could not conceive how a class of thirty or forty could be taught out of doors to abstract the geological conformation of a valley and reproduce it pictorially or plastically. Again, in his school they had almost no apparatus, and they did not want it. He could report great progress in geography teaching. In the last ten years he had examined fifty thousand candidates, and the difference in the answers was most marked. Ten years ago the average answers were mere masses of cram; last year, out of two thousand papers, not more than 10 per cent. were "cram." Pupils found it did not pay. If field work were to be the basis of geography teaching, surely it required more than two or three days in the year. When he was at Glasgow he used to ask his class how many of them had been round the Kyles of Bute. To those who had not he would say: "Go; it only costs a shilling, and, if before next lesson you haven't been, you'll be whipped." That one expedition gave him sufficient standards of

value on which to build. He did not want appeals to the eye, but to the imagination—a much higher quality. These field excursions were, after all, play, not work, and he was certain that half even of Miss Reynolds's class were playing. The average boy did not want to do "soft" things. Set him something that is hard, and he likes doing it because it is hard. The true basis of geography teaching was not land forms, but what the boy was interested in—things to eat, things to measure, apples, gold mines, engines, tunnels through Shap Fell, gradients—in short, at any rate, in a manufacturing town, a commercial basis. They were not specialists in geography, but teachers, one of whose subjects was geography, which they had to correlate with other subjects.

Miss PUNNETT (Cambridge Training College) objected to Mr. Lyde that without perception there could be no appeal to the imagination. What was imagination but a picturing of things seen? Were none of Mr. Lyde's boys interested in science? Might not this interest afford a wider basis to build on than apples? If Mr. Lyde had ever tried field work, he would have found that the dull boys were interested in it and worked as they never had worked in the class-room.

Miss REYNOLDS, in reply, said that both she and Mr. Lyde were at one as to the necessity of arousing interest; they only differed as to the means. She had clearly laid down that the observational method was only one way of several. The difference between them was not wide. Mr. Lyde postulated one day's excursion; she asked for two. Observational work could be pursued inside as well as outside the class-room.

Holiday Courses.

The opener of this subject was Mr. M. E. SADLER, Director of Special Inquiries, Board of Education. He said that to any one who knew the time, trouble, and thought required to organize a holiday course it was an ungracious task even to hint a fault. Yet even organizers themselves must sometimes doubt whether all their efforts had left any permanent result, and be harried by the thought that they had murdered the sleep of the Long Vacation and would be chidden by the gentle Elia in the Elysian Fields. Still, they were bound to the wheel, and must follow the gleam. To all such let due thanks and honour first be given, and then criticism. The worst thing that could be said of them was that they were *holiday* courses, for it was not as though the teachers who had been slack in term-time then made up arrears; it was the industrious apprentice who frequented them. When things were properly organized, no one would be allowed to attend a holiday course without a medical certificate. True, he had never actually seen any one the worse for attending, but the theoretical objection held good that some men and women worked when they ought to be playing. But, instead of framing any general propositions, he asked leave to draw a few characters after the manner of the eighteenth-century moralists. ERMITES is a schoolmaster who conceals beneath the veil of geniality the temper of a recluse. Amid the fret and stir of term-time he sighs for the shades of Fontainebleau or the snows of the Oberland. Discipline is not his *forte*, and the least precious part of his work is done in the class-room. Especially his lessons in French are distinguished rather by zeal than by success. So Ermites nobly resolves to pass windy weeks at Easter, or scorching dog-days in August, at a French *lycée*, to acquire that most elusive of gifts—a Parisian accent. INSULARIS thinks less highly of the Continent than he ought to think, his notions of Frenchman and German being derived mainly from hair-raising extracts from the gutter press. A well selected succession of foreign holiday courses would be good for him; only, having no entrance to the language, he is only confirmed in his low estimate of the intelligence of foreigners, and fires off a letter to the *Times* exposing their ignorance. SCRUPULOSA corrects exercise books all through the term with a painful exactitude that leaves little time for private leisure or relaxation. The high Alps, in company with a friend, would suit her case far better than any holiday resort. GARRULA, the kindest but most superficial of women, has attended more holiday courses than any of her age and sex. She knows the latest lights on prehistoric man and microbes, on the Homeric question and problem plays. For her a severe course of French and German exercises may be prescribed. RUSTICA has lived a retired and limited life in the country with relations all older than herself. A considerable portion of her time is consumed in reading the *Standard* aloud and finding lost spectacles. For her a holiday course is an unmixed boon. The general inference was that for some people, at certain places and under right conditions, holiday courses were very valuable institutions. If the social side were carefully organized, they were useful in bringing people together and helping them to rub off angularities. To some people, not necessarily over-fastidious, anything that smacked of a personally conducted tour, whether as regarded places or literature, was distasteful. Others enjoyed the opportunity afforded of visiting museums, libraries, &c., in company. Why were not more holiday resorts started in the pure air of the Alps or Highlands, from which all bores were ostracized? No one could believe how dull some lecturers could be till he had heard them. The Teachers' Guild should bring out a confidential list of such holiday resorts for the initiated. His experience was that

it took three days for a holiday resort to settle down. At the end of that time a common sentiment arose that no one could predict—enthusiastic or critical, gay or in the dumps. But every holiday resort had the mind and temper that it deserved. For the study of modern languages holiday courses offered peculiar advantages. For initiating such courses their thanks were due mainly to Dr. Findlay, and for carrying out the plan to Mr. Longsdon and Mr. Marvin. Let them not, however, encourage the mischievous delusion that by devoting three weeks at Easter or a month in summer to a course at Caen or Marburg, a school acquaintance with French or German could be brought to maturity. The modern language teacher needed two years' residence abroad after taking his degree. There was at the present moment a great conflict of ideals in national life, in literature, in art, in music. English ideals were at a discount, but it did not follow that when a nation was most reviled it was furthest from the right. Could we not do more to make our foreign friends understand what England really cared for, to make them see that much of their criticism was wide of the mark, to render audible the true voice of England, as expressed by Hooker, Burke, Dean Church—each speaking to his generation the secret purpose and ideal of our national life, the embodiment of one great whole in apparently opposite tendencies, the distrust of any revolutionary solution of great questions, the resolve to maintain ancient institutions as a framework for ancient liberties, and to mould them gradually to present needs?

Mr. LONGSDON stated that in the last eight years over two thousand English students had attended holiday courses in France and Germany. The need of such courses for modern language teachers had been impressed on him, as an inspector of secondary schools, when sometimes he found the teacher actually spelling the French words, and not even pretending to be able to pronounce them. Residence in a private family was almost an essential part of a foreign holiday course. Hotels and boarding-houses were equally unsatisfactory. The influence of a small English settlement of cultured men and women in a French town was a potent factor in promoting international amenities and removing prejudices.

Inspection of Secondary Schools.

The discussion was opened by Mrs. BRYANT. Without adopting the Rosebery policy of the "clean slate," we might still be idealists. By finding out what the wisdom of the past had been aiming at we might disentangle the essential elements, and so build up an ideal of inspection. What, then, were the facts? (1) Schools had been free to choose between inspection and examination. School authorities had been anxious to see their schools inspected, but there had been no public demand for inspection. There had been of late a loud cry against the evils of over-examination; but over-inspection might prove a worse evil than any Locals. (2) The Universities had had the lion's share of examining, and had undertaken tentatively inspection. (3) A system of State inspection was growing up. (4) Governing bodies appointed at their pleasure individual examiners, and there was a great deal to be said for that plan. Thus there were, on the one hand, various voluntary agencies, and, on the other, the Local Authorities and the Board of Education. To look ahead, the Local Authorities would have the control of all secondary schools, and would be bound to make themselves acquainted with what was going on in their schools. In comparing the advantages of University and State inspection it was to be noted that the close contact of Universities and schools was a gain to both. At the Victoria University the Council desired to employ as far as possible the staff of Owens College in the work of inspection, in order that their professors might know at first hand what was being done in schools. In the public interest, and as exercising a public trust, the Local Authorities would be bound directly or indirectly to inspect, and it was equally obvious that there must be some central control. The Board of Education must keep in touch with education all over the country. But inspection was threefold—administrative, educational, and lying between them the mixed province of sanitation, buildings, plant, &c. The first part should be as far as possible in the hands of the Universities. That was what the Universities could do best—for one thing, because the schools liked it best. But for administrative inspection the Universities were obviously not fitted. How, then, were these different inspections to be combined? The best solution would seem a combination of University inspectors with one Central assessor, who should draw up a joint report; and together with these she would like to see the Local Authority (who should pay the bill) in some way associated. Examinations should be annual, but inspection of this sort at much longer intervals. A vast amount of time and money was wasted in sending some people to see that other people were doing their work properly. A very ordinary person can set a good examination, but it required an archangel to be a good inspector. If inspection were held once in every three or every five years, even by inspectors a little lower than the angels, the very ablest teachers would profit by it.

The Rev. R. D. SWALLOW expressed a general agreement with Mrs. Bryant, though his views had been somewhat modified by recent events. The Duke of Devonshire's letter to Sir John Hibbert showed that our education *ἐκκλησία* was not to be a universal or national *ἐκκλησία*.

There was no desire on the part of the Government for whole-hearted reform. Again, only the week before, the Technical Instruction Committee of the West Riding had appealed to Government to deal only with secondary schools, and he feared that this unwillingness on the part of the Local Authorities to deal with matters not already entrusted to them would give the Government an excuse for bringing in another of Sir John Gorst's little Bills. That a prominent member of the profession had lately approved that course showed the need of free discussion. They had, or would shortly have, a Register of Teachers. They still needed a register of schools, and for this a census of schools, and for this inspection. There was already a regular inspection of schools of science, and also of a rapidly increasing number of schools which accepted Clause 73 of the "Directory"; besides these, a few schools which had placed themselves under the Joint Board. All these, however, represented but a fraction of the schools of England. Virtually, all the public schools, the day schools, and the proprietary schools (except for the administrative inspection, which had passed from the Charity Commissioners to the Board of Education) were uninspected. What, then, was to be done to encourage inspection? There must be no compulsion, but gentle persuasion—i.e., an ostracism of schools which refused to admit the inspector. The inspector was, as it were, the *ἐπίσκοπος*, the bishop of the *ἐκκλησία*, the guarantor to the public of general efficiency. He brought masters in contact with wider experience than their own, and he furnished the Local and Central Authorities with materials for the co-ordination of schools. In dealing with private schools, the inspector would ask such questions as these—Does the school do what it pretends to do? Does it provide for the wants of the neighbourhood? Are the payments and pensions of assistant masters satisfactory?

Who were to be the inspectors? In the "Directory" of the Board of Education he found a list of twenty-one secondary inspectors, but of these only nine had letters attached to their names indicating a University degree, nor was there a single teacher of eminence or one who had made his mark in scholarship. The list was infected with the S. Kensington bacillus, and it did not contain the name of a single woman. The occasional inspectors were distinguished men, but, as they had heard in another place, they did not inspect, and were, he feared, only used as decoy ducks. The University inspectors, as far as his experience went, were satisfactory, but they must be paid; and, though the charges were moderate, they bore heavily on the poorer schools. In conclusion, he would venture to lay down five theses—(1) There could be no proper condition of schools unless all schools were under inspection. (2) The Consultative Committee was the proper administrative body for inspection. (3) The present inspectorate of the Board was ineffective and insufficient. (4) There should be power for the Board to delegate inspectorial powers to the Universities. (5) Inspectors should be men and women, not machines set in motion and regulated by a Department.

Mr. EVE said that in an ideal inspection there should be complete solidarity between the inspector and the teacher. Therefore the inspector should have served for at least ten years as an assistant master, and for preference five years more as a head master. Thus, if only he were endowed with modesty—the most essential quality in an inspector—he would command the confidence both of the head and the assistants.

Mr. BUCKMASTER objected that an inspector with Mr. Eve's qualifications could not be a permanent official. He would be superannuated before he had got into the swing of his work. There was the further danger that the inspectorate would be filled by head masters who had proved failures. Inspection was a trade that must be learnt like other trades. A formal inspection every five years, such as Mrs. Bryant desired, would not effect its object. To judge of the work of a school you must see it under its ordinary conditions, and visit it without notice.

Mr. THORNTON, Mr. LYDE, Mr. STORR, Mrs. GREEN, Miss PUNNETT, and Mr. ELLIOTT also took part in the debate.

The CHAIRMAN, in summing up, said the diversity of opinion showed the complexity of the problem. We did not, indeed, like Mrs. Bryant, require inspectors to be archangels. As Mr. Lyde had shown, an inspector might give valuable hints on teaching, though he knew little or nothing of the subject. Yet he held that inspection must not be forced, but allowed to grow up gradually. If it were to be attempted at once on a large scale, he doubted whether the country could furnish competent inspectors in sufficient numbers. Every profession was crying out for better materials, the Church and the Army no less than schools. Every year there was a greater drain on ability from the Colonies. As a start, he would suggest the following scheme. There should be a head inspector (he knew of one man capable of filling the post, whose name he would not reveal), with a salary of not less than £2,000, and under him five or six other permanent inspectors at salaries of £1,000. The Board thus formed should divide the country up between them. Their inspection would be so valuable that all schools would be eager to secure their services. Then let them look out for underlings, who would work under their direction and supervision. Thus a body of trained men would gradually be formed, and the work would extend by a natural process. Inspection was a national need, for at present the public did not know, and had no means of ascertaining, what any school was doing.

The second day's Conference included papers on "Nature Teaching for Children," by Mr. C. E. Rice and Miss J. C. Vinter; on "The Essentials of Geometry Teaching in Schools," by Dr. Wormell and Miss Jessie Gill; on "The Teaching of English Literature in Schools, and School Editions of English Classics," by Mr. P. A. Barnett and Mr. H. Courthope Bowen. We hope next month to give some of these papers in full.

INCORPORATED ASSOCIATION OF HEAD MASTERS.

THE Annual General Meeting of the I.A.H.M. was held at the Guildhall on January 10 and 11, under the presidency of the Rev. Dr. Gow.

Dr. Gow, in his opening address, dealt with the general aspects of education at the present moment. The bewilderment of the Duke of Devonshire was not surprising; but, had he been in the Duke's position, he should have taken steps to sift the matter and work out clear ideas for himself. The first step was an educational survey of the whole country. After that would come a consultation with school-masters, men of business, and politicians, each on his own special topic. Lastly, these different views should be co-ordinated and embodied in a Bill. As it was, nothing of this kind had been done; still there was to be a Bill. What it would contain he could not forecast; but it was clear from the Duke's letter to Sir J. Hibbert that it would only have a reflex action on the existing endowed schools. Till the provisions of the Bill were known it would be idle to discuss its possible effects. He would, therefore, confine himself to general reflections. He did not believe that any Education Bill could have the effect they all desired—to produce a well-educated, industrious, and intelligent people. The English people were notoriously not docile—no more were the Scotch; but the Scotch loved learning and taught themselves. The English, on the other hand, especially those who set the fashion, had no love for learning, and would not teach themselves. It was as impossible to make such a people intelligent by Act of Parliament as it was to make them sober. They might spend millions of money and erect thousands of schools, and force the youth of the country into them, but they would not make scholars out of refractory materials. The one thing lacking was a general pleasure in the exercise of mental activity. That general interest did exist in Germany, and that interest, he believed, had been produced by what we in England were determined not to try—extreme simplicity of the apparatus of teaching. The general demand for an Education Bill might be quoted against him; but he thought there was in the main a demand for commodities, not a demand for education. From whom did the demand come? First and foremost, from the supporters of voluntary schools, who did not care for any schools but their own, and were indifferent to the rest of the Code so long as religious education was provided. Then there were the Town Councils, who chafed against the School Boards. Then there were the merchants, who wished other people's children to be better taught, but were careless about their own. The desire was not for education, but for some other commodity connected with education. The parents whose children were the subject of the discussion were profoundly indifferent, and chose their schools, if they exercised any choice, solely for social reasons. The moral he would draw was that it would be extremely dangerous to introduce suddenly among the English people a high standard of education. At Nottingham the founding of a University college some twenty years ago had killed all the intellectual life of the town. The professional had cowed the amateur. As in art, music, and athletics, so in education he feared that everybody would drop his books so soon as he found that he could not be a professor and earn his living by them. There was grave danger that the education which was going to be given to our youth would be such as to turn them out superficially finished and competent for a time, but rotten at the core, unwilling to learn anything that did not pay, and unable to learn that because they had not kept their intelligence lively and in working order. For this reason he hoped that the coming Education Bill would not be a very drastic affair. The adjustment of administrative difficulties, the support of institutions languishing for lack of funds, and the starting of a few experiments would, in his judgment, be sufficient for the moment. The disease was not to be cured in a hurry. A little Bill every year and a vigilant Education Department would do more good than a big Bill that would run through the country like an earthquake. A series of small Bills would alarm nobody, would maintain the public interest, and would keep the Department on the *qui vive*.

The New Education Bill.

Mr. A. F. RUTTY (Leatherhead) moved:

"That the next Education Bill provide (i.) for the efficient control of *all* secondary schools; (ii.) that every school under the supervision of a Local Authority should have a right of appeal from the Local Authority to the Board of Education in matters of curriculum and administration, as well as of finance."

They had had numerous little Bills, moribund in birth. What they wanted was a wide and comprehensive measure; but the recent letter of the Duke of Devonshire showed that the Government had no idea of anything heroic.

The main objects to be aimed at were to put an end to all schools that were not efficient, and to place schools under the effective control of some authority that would inspect and examine them. Of private schools many were excellent; but more were utterly inefficient and ought to be suppressed. We did not allow quacks in our hospitals, or tub-thumpers in our pulpits. Why should we allow charlatans to set up what they were pleased to call educational establishments, with untrained and unqualified assistants?

The Authority.

The question whether their schools would be under the Central or Local Authority had exercised them much; but the Duke's letter to Sir John Hibbert had resolved most of their doubts. Government had no intention of compelling any school to come under the Local Authority. It was also clear from this letter that there would be no exclusion of any school by name from the action of the Bill or any invidious distinction drawn between the older and the more recent foundations. With this freedom of choice he was convinced that a large number of schools would avail themselves of the opportunity, and a constantly growing number, if the Local Authority showed a disposition to leave the best of their schools alone. Yet it was a wise precaution at starting to give to all schools a right of appeal to the Board of Education.

The German Scare.

Many would resort to more drastic measures, and remodel our whole system in conformity with Germany. He trusted they would never yield to this agitation. They did not want their boys to become like German boys. They did not want to see secondary schools turned into what ought to be tertiary or their pupils converted from humanists into "heuristics" by the introduction of malodorous fireworks into the laboratory. What was wanted was to make the work as hard as German boys'. Mr. Kipling's "flannelled fools" were not made in Germany.

Mr. WERTHEIMER (Bristol) seconded. He agreed with the resolution, but disagreed with all the arguments of the mover. In particular he protested against the flippant scoff at science teaching. We wanted a definite aim for our schools—neither classical nor modern, but a mixture of the two. We had much to learn from Germany, especially as to modern language teaching.

Private Schools.

Mr. FLETCHER (Liverpool) pointed out that the first part of the resolution introduced the vexed question of private schools—a question that were better deferred. The important thing was not that all should be done, but that something should be done well. If the public schools were made efficient, the inefficient private schools would disappear of themselves. Again, if efficient control were interpreted as by the Central Authority, this would mean that the Central Authority would dictate how money raised by rates was to be spent.

Dr. FRY supported this view. Private schools sorely needed supervision; but the present Government were not likely to fall into the extreme of biting off more than they could chew.

After some further discussion it was agreed to put separately the two parts of the resolution, which were carried with only three or four dissentients.

Inspection and Examination of Schools.

Mr. J. E. KING (Manchester) moved:

"That for the inspection of secondary schools steps should be taken by the Board of Education to make effective the choice of inspection by a University organization, expressly provided under Clause 3 of the Board of Education Act."

In the new South Kensington "Directory" it was laid down that not only all recognized schools of science, but also secondary day schools receiving grants from the Board of Education, would be held to have applied for inspection under the Board of Education Act, 1899, and would be compulsorily inspected. As far as he was aware no provision had hitherto been made for the University organization of inspection advocated by the I.A.H.M. as an alternative to the Board inspection, and granted under Clause 3 of the Act. In advocating inspection he did not wish to exclude examination. The days of examination were not yet over. There might be beings who, by a two days' visit to a school, were capable of gauging its merits and defects, but such paragons were rare; otherwise the need for head masters would be over. In weighing the advantages of inspection by a University organization against one by Government officials, a recent utterance of Mr. Chamberlain on charity was to the point: "Directly you get a great organization the personal element is eliminated." Inspection was twofold, administrative—including sanitary—and educational. On the first part the Board of Education was bound to satisfy itself. With the second part the Universities should be concerned, and examination should go hand in hand with inspection. The University inspector, they desiderated,

should be like the Matinian bee, fertilizing school after school by the gentle fanning of his wings and the faint hum of his presence. To the Science and Art inspector they owed much, and bare justice had been done him by the profession, but he was rather associated in their minds with the red tape worm. It was reported that negotiations were going on between the Universities and the Board; but they must bestir themselves.

Mr. REITH (Halifax) seconded. He said that the Technical Instruction Committee of the West Riding County Council, on which he sat as an assessor, thought of instituting an inspection of their own, and he would like to know what the Association said to this proposal. The Victoria University had already been recognized as an agency under the Board of Education; and the reports of the University inspectors, if accompanied by a Board inspector's, would be recognized as valid for the administrative part. He could not, however, himself conceive a school putting itself for the first time into the hands of a moribund University. A multiplicity of inspections was greatly to be depreciated. One of their members had been inspected twenty-nine times in a year.

Mr. KAYE (Bedford) feared that the resolution involved a dual inspection, as they were bound to have an administrative inspection under the Board of Education, besides the educational inspection of the Universities, and probably another by the Local Authority. He illustrated the complexity of the problem from the case of Bedford, where there was a mixed trust in which schools of different kinds shared. They wanted as strong a body of inspectors as they could get. If the work was divided, they would not get strong men.

Dr. FINDLAY said the problem had been satisfactorily solved in Wales by the creation of a Central Board, on which the University, the Local Authorities, the Board of Education, and head teachers were all represented. For the inspectorate was wanted a body of men who had been teachers but whose life work was inspection.

Mr. PEACOCK (Wakefield) moved, as a rider: "That such inspection should be allowed, if so desired, to take the place of the annual examination ordered by the scheme of the school." They could not expect the Universities to give up their Local Examinations—the only part of their extra-mural work that paid.

Dr. SCOTT said the resolution was framed to satisfy the Board of Education Act. There must be an administrative inspection; but this might take place at any time, and need not interfere with the work of the school. What they dreaded was the uniformity of a State system, and therefore, for the educational inspection, they wished the alternative of the Universities.

Mr. MATTHEWS said they were still frightened by the bugbear of ten years ago. The elementary schools had rid themselves of a cast-iron Code and payment by results, and there was now no danger of uniformity. The Universities could not, in the matter of secondary education, be considered experts, and from the Board of Education they might hope, in time, for real experts. If a University inspector devoted his whole time to the work, he had better be under the Board; if he made inspection a *παραγωγή*, he was only an amateur.

Mr. FLETCHER urged the advantage of the Universities and schools keeping in close touch. True, the Dons knew at present little or nothing of schools; let them come and learn something.

Dr. FRY supported the resolution in the interests of freedom. The Board of Education had not, so far, appointed inspectors whom they could trust. The distinguished men who figured in the "Directory" as "occasional inspectors" (like their Chairman) were merely decoys. They were too busy men to take more than an occasional job.

Dr. GOW explained that he did not know till that morning that his name was on the list. Sir W. Abney had asked him to undertake the inspection of a particular school in his neighbourhood, and, having obtained the leave of his Governors, he had consented; but the proposal fell through, and he had never inspected for the Board.

Mr. LAFFAN desired anything that would discourage the vast system of University examinations, grouping schools of different aims all over the country—a system which was doing much to kill education in England.

The amendment was then put, and rejected by a small majority. The resolution with Mr. Peacock's rider was carried.

Pensions.

Dr. R. P. SCOTT, in the absence of Mr. Dakyns, moved:

"That the Board of Education should be empowered to adopt for teachers in public secondary schools a scheme for giving analogous advantages to those of the scheme of the Welsh Central Board."

The advantages of the Association scheme were fully set forth in the Report of the Council (page 140), and that of the Welsh Board scheme on page 51 of the same Report. Their own scheme was financially sound, but the flaw in it was that the minimum there indicated was taken by governing bodies as a maximum. Under the Welsh scheme, for every £10 contributed by the master the Central Board gave £16. Among hard cases that had come under his personal knowledge, he mentioned one of an assistant master who had been superannuated after

thirty years' service with a gratuity of £50. Half the difficulties of tenure arose from the absence of any pension scheme.

Mr. GULL (London) pointed out the wholly different conditions prevailing in England and in Wales. In Wales they had a homogeneous body of schools under one Authority, which could compel all masters in its schools to join the scheme. The Association of Head Mistresses had adopted an almost identical scheme to that of the Head Masters; and 387 mistresses had joined it, as against 156.

An amendment was moved by Mr. GULL, and seconded by Mr. TAYLOR:

"That head masters be requested to bring before governing bodies the advantages of the Association scheme of pensions." This was lost; and the original motion was carried, with the addition of the words "by means of the aid afforded by the Local Authority."

Science Grants for Secondary Day Schools.

Dr. TURPIN (Nottingham) moved:

"That this Association welcomes in Clause 73 of the 'Directory' of 1901-2 a desire on the part of the Board of Education to aid science teaching in schools without detriment to other subjects in their curricula."

Under the new scheme of the Board of Education a grant of 50s. a head could be earned by a school taking a course of science for not less than nine hours a week, but five of these hours might be given to mathematics. Four hours a week of science was not an unreasonable amount, at any rate, for the modern side of a school. It was true that schools earning the grant would come under the inspection of the Board of Education, and by Clause 7 be brought under the Local Authority; but, from his Welsh experience, he had no dread of coming under a democratic Authority.

Mr. E. W. HENSMAN (Quorn) seconded; and, after some discussion, in which Mr. COHEN, Dr. FINDLAY, Mr. REITH, and Mr. SWAN took part, the resolution was carried.

The reports of the Committees were then received, and the meeting adjourned till Friday.

FRIDAY.

Officers and Committees.

The officers of the Association were re-elected for 1902: as Secretaries—Dr. R. P. Scott and Mr. Swallow; as Treasurer—Mr. Easterbrook. Dr. SCOTT, in accepting the appointment, said he thought it most undesirable that it should come to be regarded as a life tenure; he had merited his discharge, but consented to serve for another year on the ground that it was not well to swap horses while crossing a stream.

In moving that the Report of the Joint Advisory Committee be received, Dr. SCOTT said, in taking over the work of the old Press Committee, they had attempted, with very insufficient funds, to interpret to the public the meaning of secondary education. The term was not a happy one, suggesting, as it did, to the man in the street "a secondary consideration," but the thing was good. Parents needed to be shown how it differed in kind from primary education.

Mr. SWALLOW, as Chairman of the Committee on Training of Teachers, urged the attendance of masters. He had often to contend single-handed with the experts and the women. The Association at present showed little interest in training. Doubtless the Conference of Head Masters cared as little or less, but their two representatives on this Committee—Mr. Bell and Mr. Rendall—did care and did attend. Quite lately their Secretary had addressed an inquiry to the heads of schools as to provision made for training. For every hundred answers received from head mistresses there had been but one from head masters, and that of no interest. Whether they liked or disliked training, or were indifferent, it was a question that loomed large in the future.

Mr. HINTON, as representative of the I.A.H.M. on the Joint Agency for the Supply of Assistant Masters, reported that during the past year the Agency had paid its way. He urged head masters to support it, as a boon and a blessing to assistant masters.

Dr. FRY, commenting on the small number of names on the books of the Agency, said there never was a time when the profession was less attractive than now. Till assistant masters were adequately paid and pensioned, they might legislate as they liked, but they would not get their schools properly staffed.

Mr. ARNOLD moved that the report of the Joint Scholarship Board be received.

Mr. GULL, as representative of the pension trustees, said that the actual amount of the fund was £9,329. 12s., showing a surplus of £94. 10s. over the liabilities as estimated by the actuaries. He pointed out the advantages of their scheme: it was applicable to any school with a staff of more than one, and admitted the smallest contributions. True the pensions secured under it were quite inadequate, but they were better than nothing at all. It was no good crying for the moon because you cannot get bread and butter. Head masters should approach their governing bodies, as he had done, and get them to

adopt this scheme. Then let them go to the county authorities, who held the purse, and ask them to supplement their efforts.

Engineer Officers in H.M. Navy.

Mr. EASTERBROOK moved:

"That this Association desires to draw attention to the unsatisfactory condition of service of engineer officers in H.M. Navy, and to urge upon the Admiralty that, until the service is made more attractive as to both the *status* and the pay of these officers, there will be a dearth of the most desirable candidates and a great loss of efficiency to the nation."

He said this was a national question, and the growing dissatisfaction felt by this branch of the Service constituted a grave national danger. The engineer officer, after passing the competitive examination, had to spend five years in training—from the age of sixteen to twenty-one—at a considerable expense to his parents, and then it was three years more before he became an acting engineer. On board he was classed as a non-combatant, and had no power to award even minor punishments or to sit on a court-martial. At the Admiralty Board the engineering branch had not a single representative. In consequence of their disabilities and the low rate of pay, while the total horse-power of the Navy had steadily increased, the number of candidates entering had as steadily decreased. The American Navy had had a similar experience; but a Board of Inquiry had been appointed, of which the present President was Chairman, and as the result of its report there had been a complete amalgamation of the executive and the engineers—a uniform scale of pay and rank. The same just claim should be pressed on the English Admiralty.

Dr. FRY seconded. He pointed out that the inferior *status* assigned to engineer officers was a piece of rank snobbery, paralleled by the placing, at the beginning of the South African War, colonial leaders below cadets straight from Sandhurst. For naval clerkships and cadetships a nomination was required, while for engineer officers the competition was open; therefore the engineers were supposed to come from a lower grade of society. It was a point that came home to them. There were now so few openings for the sons of poor men, and a naval engineer could live on his pay, while the clerk and the cadet could not.

Mr. REITH (Halifax) wished that Mr. Easterbrook would add something to his resolution. The conditions of entering the Service were unsatisfactory. He had passed one boy from his school, but he found that this boy cost his parents £80 a year for five years after leaving school. Nine parents out of ten could not afford to pay this, and the tenth would not.

The resolution was passed by acclamation; and it was agreed that copies of it should be sent to the Institution of Civil Engineers and other bodies which had been agitating for the same reform.

Set Books.

Dr. GRAY (Bradfield) moved:

"That in all language examinations, ancient and modern, imposed by external bodies, prescribed books should be abolished."

He apologized if he should repeat any of the arguments used at Cambridge—he had been unable to attend that Conference—when the subject had aroused extraordinary interest. The advocates of his motion hoped to erect a breakwater against the tyrannous flood of cram for examinations which threatened to engulf secondary education. The question naturally fell under the two heads of ancient and modern languages. As to Latin and Greek, it affected most the smaller grammar schools, where the disparity between the top and bottom boys in the head forms was most marked. In these schools a prescribed book was taken, and worked through from cover to cover. Here the temptation to cram was strongest, for such schools stood or fell by their percentage of successes—the bane of modern education. Prescribed books, it was said, were a necessity for small schools, which could not otherwise bring up a class to the passing standard. The book, in fact, must be learnt by heart. Modern siders who went to Oxford avowedly learnt by heart the English of the Greek play set for Smalls, and just enough of the Greek to know where to go on in their repetition. Another argument in favour of prescribed books was more entitled to consideration. Its abolition, they were told, would do away with the time-honoured "grammar method" described in Mr. Bell's paper. Here he joined issue. It would not prevent or hinder the study of grammar, but it would abolish the study of rare and abnormal forms. The gravest indictment against the system was that, at present, examining bodies have all different prescribed books—one for the Legal Preliminary, one for Chartered Accountants, one for London Matriculation, one for the Locals, and so on. It was to be hoped that the Board of Education would be able to induce these bodies to establish unity of subjects. In French and German the case against prescribed books was still stronger. In public schools the system of teaching modern languages as dead languages still prevailed, and a boy could gain honours in the Higher Certificate Examination of Oxford and Cambridge without knowing a word of the spoken tongue. Modern languages, in philological phrase, had been treated as belonging to the isolating family, not the agglutinative. It was the business of the Association to find a remedy

for these evils; and, if they failed to do so, they could not hope to retain their position as pioneers in education.

Mr. SWALLOW seconded the resolution.

Dr. FLECKER moved an amendment which, with the consent of the President, he twice amended, and which, when voted on, ran:—"That in all language examinations, except in University Matriculations, an option be allowed between prescribed books and sight translation." He considered it a boon to the mathematical and science scholar that he should be compelled once in his life to learn a Greek play by heart. As to the variety of books, Dr. Gray had overstated his case. Several of the examining Boards acted in concert. "Cram" was a question-begging term of abuse. To master a given portion of a great classic—say, a book of the *"Æneid"*—was, or might be made, part of a liberal education. It created an atmosphere in a school. Even the Common Room discussed difficulties and various renderings.

Mr. BARKER (Hatcham) moved a second amendment:—"In all language examinations . . . candidates may pass without prescribed books." In preparing for the Locals he had found no difficulty. His pupils got up the prescribed book; but, if they found they could do the unseen set as an alternative, they took that.

Mr. HINTON seconded. He favoured the policy of "Live and let live."

Mr. HOWLETT supported. He questioned whether it was sufficient for a boy to have the power of translation and nothing else. To say nothing of grammar, the knowledge of history, geography, and archaeology acquired in getting up a set book was invaluable.

Mr. CARTER (Whitechapel) opposed the amendment. Mr. Barker wished to retain set books in the interest of non-experts—*i.e.*, those who did not know much about teaching. The Governors of his school had encouraged, by the offer of special salaries, the staff to obtain certificates for conversational French and Spanish. To pass in sight translation there was no need to teach by snippets, as previous speakers had argued. His pupils passed in Latin, French, and Spanish without any such preparation. They read no snippets, but they read six French or Spanish books in the year in the place of the one prescribed. Prescribed books were advocated in the interest of the dull and stupid; but he could not conceive a plan more calculated to create dullness and stupidity than perpetual grinding at a book of *Cæsar* or a play of *Racine*. The real reason for their retention was that the majority of the secondary teachers of England were incapable of teaching French.

Mr. BIDWELL (Peterborough) saw no use in proposing the alternative, for when it was offered, as was now commonly the case, hardly any pupils took the unseen. The set book was both a drudgery and an imposture. In the Locals, he found, he could pass a stupid boy in Latin by giving him a crib to "*Cæsar*" and making him learn it.

Mr. LAFFAN hoped the amendment would not be carried, as it combined the disadvantages of both systems. On the one hand, it was bad to keep a whole class going at one book for a whole year; on the other hand, he had seen the grave evil of preparing boys for Army examinations on the snippet system. According to the amendment, both the crammers and the snippets would have their way. The whole system of examinations needed reforming. They must test something more than the empirical power of dodging unseen.

Dr. FRY went wholly with Dr. Gray, but would not be able to vote with him. Undoubtedly the prescribed books set a premium on cramming. He had asked a science boy who took up "*Plutus*," the play set for Cambridge Smalls, how he had managed. The boy said he had not found much difficulty; he knew the English off by heart, but confessed he was occasionally puzzled when the first lines of the speeches or dialogues began in a similar way. But he thought it would be a little premature to carry the reform all at once. He spoke not in his own interest, but in that of the smaller schools—the schools that had to accept pupils willy-nilly; the private establishments which "combined home comforts with the highest individual attention." He had examined a boy who came to him from such a private school in *Virgil*, which he professed to have read, and had discovered that *Virgil* was taught ten lines at a lesson, the translation being first dictated to the class and learnt by heart, and the rest of the lesson consisting in piecing the Latin words to the English. This state of things would continue till the Board of Education, as Mr. RUTTY proposed, assumed the control of all schools. Such an inspection would give the small grammar schools a bad quarter of an hour.

Mr. MADELEY (Woodbridge) supported the motion. The ideal of a language examination, he held, was a simple piece of translation and a prose composition, and nothing else. Grammar questions were most pernicious. He should like to see *Cicero* confronted with the grammar paper set for the last Junior Certificate—a harder paper, he remarked, than that set for the Higher. He had known a German boy who spoke German and English with equal fluency plucked in German at the Locals. Head masters were anxious to keep boys at school and set books drove them out. They had either to teach the set book, and so spoil the work of the form, or advise the parent to send his boy to a crammer's.

Dr. GRAY replied briefly.

Dr. FLECKER's amendment was then put and lost by a large majority.

Mr. BARKER's amendment was carried by 26 votes to 15.

Euclid.

Mr. FLETCHER (Liverpool) proposed:

"That this Association desires to press upon the Universities and other examining bodies the desirability of greater elasticity in their methods, and is of opinion that to insist upon adherence to the order of propositions in Euclid is mischievous."

He asked leave to substitute "regulation" for "methods." He deprecated, at starting, any desire to enforce his views on other teachers. All he asked was freedom for all. Nor had he taken his cue from Prof. Perry, with whose views he only partially agreed. His grievance was the obstinate insistence of Oxford and Cambridge—not on the method, but on the order, of Euclid. Geometry was valuable, both for its content—we got from it mensuration, maps, geometrical drawing—and for its discipline. The actual content of Euclid was so small that to accept less than the whole of Euclid was ridiculous. Much of Euclid—*e.g.*, that two adjacent angles are equal to two right angles—was useless, and therefore annoying, to boys. Some propositions—*e.g.*, II. 11 and IV. 10—were only of academic interest. Euclid had, as it were, tied his hands and deliberately rejected other and easier methods. The academic art was greatly cultivated at Cambridge, and used to prevail in the London Matriculation Examination, where, for instance, to mention sine or cosine in the mechanics paper was fatal. A few propositions added to knowledge, and were therefore interesting—*e.g.*, I. 47, III. 20 and 35, and a few problems. When they came to apply geometry as for geometrical drawing and mensuration they wanted the content for immediate use. But the content of Euclid was so small that it was not worth dividing, and no boy should leave school without mastering the whole of it. The main thing to consider was could a boy use it—could he do riders? Few boys could. To pass to the disciplinary value, the popular notion was that Euclid was the best possible training in rigid deductive logic. But we had no security that a boy had had that training. In most examinations he could pass on four books of Euclid, and in some on two, and in no pass examination he knew of were riders essential. In the worst cases Euclid was simply learned by heart; in the majority it was acquired with intelligent passivity, and a boy would have been better employed in learning Tennyson. The hollowness of the orthodox position was illustrated by the treatment of Book VI. In treating proportion Euclid was hampered by the imperfect method of arithmetic known to him, and found himself face to face with obscure difficulties in dealing with incommensurables. He did face and conquer them in Book V., and applied his theory in VI. 1, and the rest is plain sailing. Our pundits held that to allow a boy to use proportion in geometry would constitute a grave moral danger. But they let a boy pass gaily from Book IV. to Book VI. wholly unconscious of the difficulty. The whole thing was a piece of miserable humbug, only to be paralleled by the practice of teaching boys Greek accents without knowing, or pretending to know, their value. Deduction was comparatively a barren method. To make any real progress a boy must not only deduce—he must induce, combine, discover. If he was not mistaken, the whole body of Euclidian geometry was known when Euclid set to work. Euclid's object was to see to what fundamental assumptions he could reduce it. What were their practical needs? Many of them were working under Paragraph 73, which necessitated the co-ordination of mathematics and science. To do this they must have freedom. For his own part as a practical teacher he wanted to re-write and re-edit Euclid. The first half of the first book was wholly unsuitable for beginners—dealing, for instance, with angles which Euclid nowhere defined. Book II. he would wholly omit. Book III. was wanted, and also Book VI. 2 and 4. With a few pupils Euclid might be made instructive, but no one would maintain that teaching Euclid to a class of thirty or forty boys was interesting work. He started with no prejudice against Euclid. He had been brought up in the strictest sect of the Pharisees, and, as a boy, had enjoyed Euclid; but his experience as a teacher had convinced him that to ninety-nine boys out of a hundred Euclid was a great hindrance in their mathematical studies.

Mr. HART (Handsworth) seconded. He should be sorry to see schools cut off from the good literary influence of the Oxford and Cambridge Locals, but, if the Universities stuck to their obsolete textbooks, they must go elsewhere for examination. The adherence to Euclid involved an appalling waste of time.

Dr. GOW, before putting the resolution, wished to make a few remarks, as he had sat for many hours silent. He thought the older Universities had been unduly censured. They were the nurseries of theory. To them every theory, and every part of every theory, was of equal interest. He did not gather that Cambridge maintained Euclid because they wanted to set it in examinations; rather they set it because it was generally taught in schools, and they felt the great advantage of men coming up possessing a common foundation of knowledge to build on. In this, as in other subjects, he advocated a uniformity of subjects but not of methods.

The resolution was carried by acclamation.

Modern Language Teaching.

Mr. JAMSON SMITH (Birmingham) proposed :

"(i.) That instruction in modern languages will take the rank due to it only if its disciplinary value is emphasized at least as much as its utility. (ii.) That with a view to this end the Universities would render valuable help by allowing more scholarships for success in this branch of study, and by making one modern language an essential subject for a degree in Arts."

He had no claim to speak for first-grade schools, but only for those schools where the average leaving age was sixteen. His experience was that few boys in such schools derived any advantage from Latin. In such schools, and even in higher schools, he thought that Latin should be retained only as an optional subject. He was in no way hostile to the conversational method, and agreed with Mr. Bell that children should be so trained while their vocal organs were flexible. But the conversationists, as a rule, made two false assumptions—first, that there was anything educational in simple imitation; secondly, that there was a large demand for a colloquial knowledge of modern languages for business purposes. He had many applications for clerks from business firms, but all they required, as a rule, was the ability to read a French or German letter. What merchants looked to was not so much specific knowledge as general capacity and alertness of mind. What his resolution meant was the giving up of Latin in second-grade schools, and the study of modern languages, so as to give them the same disciplinary value. As Mr. Storr had recommended in his essay in Barnett's "Organization," he would make the reading-book the basis of instruction, and he would enforce systematic composition as in Latin teaching. Together with Miss Beale, Dr. Abbott, and Mr. Storr he held that the study of French should precede Latin. It was a misfortune that so few English teachers of French could speak the language fluently, but it was more disastrous that so few French teachers knew anything of their own literature.

Mr. GRANT (Keswick) supported the first half of the resolution, but was opposed to the second. Modern languages suffered in England rather from the idleness of the English schoolboy than from any other cause. An appeal to his pocket touched the American boy; but an English boy was unmoved by prospects of commercial advancement, and it was greatly to his credit. To make him care for subsidiary subjects an appeal must be made to religious motives.

Mr. REITH, as one of the few head masters who was his own modern language master, bore witness to the advantages of the conversational method, especially when, as in his case, he could teach boys French from the beginning. At the same time he felt the danger that the practical value of modern languages would absorb their disciplinary value. As a gymnastic he held that French was of at least equal value to Latin. French prose was a hundred times harder than Greek prose to write, and ten times harder than Latin. Again, he found that nothing woke boys up like a lesson in French philology.

The first part of the resolution was then put and agreed to, and an amendment that the resolution end at the word "study" was proposed and carried.

The meeting ended with votes of thanks to the Lord Mayor and Corporation for granting the use of the Guildhall and to Dr. Gow for so ably presiding.

THE POSITION OF THE RESIDENT ASSISTANT MASTER IN THE LARGER SECONDARY SCHOOLS.*

By J. W. LONGSDON.

IN dealing with the subject before us, I am asked to limit what I may have to say to the larger secondary schools of England. I may take it, therefore, that three types of schools will come within my purview. First, the public schools—some twenty, perhaps. These are Eton, Harrow, Rugby, Clifton, Winchester, and the rest. Until some competent authority shall issue a decision it would be dangerous to attempt a complete list, lest jealousy should be aroused by omissions. Closely following these, in grade and in type, come the class that may be called the lesser or the smaller public schools. Of these there may be some eighty. In number of boys, it is true, this second class may outstrip the former; but no complete delimitation is at present possible, and one has to be content with very rough definitions. These two classes of schools, taken together, may be further defined as follows: they include all the public schools that are socially the highest; their avowed aim is to prepare for the older Universities; their

chiefs are invited to attend the Head Masters' Conference. My third class consists of a group of schools that cannot be dissociated from the foregoing, *i.e.*, schools that are preparatory to the public schools. Of these there are a large number, mostly under private control. They are easily distinguished from other private schools in that they send some boys at least to the larger public schools and do not keep any pupils beyond the age of entrance to such schools. Their proprietors may become members of the Preparatory Schools' Association.

Here, surely, in these three types of schools, we have all that is most delightful in English education. Endowment coupled with high fees, or, in the case of the third class, still higher fees without endowment, give an income sufficient for comfort, if not for luxury. Good buildings, first-rate playing fields, a sufficient table, and generally a certain intellectual atmosphere—what more can be desired? The newly hooded graduate of Oxford or Cambridge, when he receives an appointment to one of these schools, expects and gets the congratulations of his friends, and settles down to enjoy life free from care or anxiety.

With your permission, we will consider more in detail the position and prospects of the young master in each of these three classes of schools. It must be borne in mind that here we are dealing with resident masterships only. In the larger public schools—especially in those that are situated in towns—the conditions of residence are so little irksome that a master may enjoy the comparative liberty and freedom from supervision duties of a non-resident post. It is only the house tutor who is, in the full sense of the word, a resident master.

Well, our young graduate comes to such a post. He is content to receive a salary of £200 a year, or even less. He lives free of cost; and finds his income fully sufficient at first to meet his bachelor expenses. He is fond of boys and fond of games. He is full of physical, and not without intellectual, energy. Sufficient opportunity for displaying the former is found in the playing field, and the development of the latter is not forbidden in the common room or colleague's study. His natural social affections find at first full vent among the boys and in the drawing-rooms of the married members of the staff. And then there are the holidays in Switzerland or Norway.

Truly, it is a delightful life; and the resident master may, if he is of a healthy and sanguine disposition, enjoy ten years of it before disillusionment comes. Let us for a moment consider him after the lapse of these ten years. At the age of thirty-three he takes stock of himself one gloomy November half-holiday afternoon, after a solid lunch in the boys' dining-hall. This is what he finds: The high hopes of self-culture and intellectual development with which he came down from the 'Varsity have vanished. The whole of his activities and almost every moment of his time have been claimed by the multifarious interests of house and school. He finds that he is ignorant of, and isolated from, the larger world, whether of men or letters. He is not quite sure who is the local M.P.; and, as for municipal affairs, he has long ago learnt to avoid them with disdain. The duties of citizenship are not for him: he is a man apart. Long ago he resolved to know the best that has been thought or written and to play a worthy rôle in the affairs of men. Now he reads the *Pall Mall Gazette*, for its cricket news, and Plato, with an eye on scholarship papers and peculiar uses of *av*. The school is his world. Ten years of authoritative dealing with immature intelligences have unfitted him to deal with men. In term time he is absorbed in school duties; in the holidays he lives in hotels or a tent. Again, he repeats to himself, he is a man apart.

But, as the sky grows murkier and the room thicker with tobacco smoke, he finds that there is something yet worse. His salary has remained almost what it was at the beginning; but his necessities and his power of spending money have increased. The boarding-house—the bait that tempted him to accept a low salary—now seems afar off. The house masters are young and healthy—they always are. He wants to marry—or he would want to marry if his natural instincts had not been dulled by his isolated life. Perhaps he has already looked with favour upon some fair damsel; but can he ask her to wait till he gets a house? And he will be an old man before his children are out in the world. There is a knock at the door. Robinson *major* has come to discuss the team for the next football match, and once more our resident master is plunged into the vortex of school activities, and when, next Saturday, he

* Read at the Annual Meeting of the Incorporated Association of Assistant Masters, January, 1902.

cheers on his house, he wonders why he has had a fit of the blues.

If I have not wearied you by this description of the resident master in "high life," I will attempt to portray his colleagues standing next in social rank. In our second class of schools the pleasures are not quite so prominent, while the pains are far more keenly accentuated. In the larger schools—larger, *i.e.*, in number of boys, life is much the same as I have already described—not quite so luxurious in living, not quite so easy-going in work; but the separation from one's fellow-men, the intellectual isolation, and the blunting of the natural instincts for social life are just as inevitable.

In the smaller schools of this type the young graduate comes with equally high hopes. His salary of £150 or even £100 resident appears ample for his needs. A head mastership seems always possible. In the meantime, and at first, he finds life pleasant. Boys, taken in large numbers, are always happy. Games occupy a considerable part of his and their interest. He may not know how to teach, but he rarely realizes that any importance attaches to the fact. The boys learn their declensions, and receive either marks or punishment according to the result; or they read Cicero, and find all the information they need in the annotated text. Let us suppose that this, our hero, at the age of thirty-three also, has a fit of the blues, and is talking over his woes and supposed or real wrongs to a non-resident colleague whom he has invited to his room for a pipe and a glass of whisky. It is, of course, ten o'clock. He cannot smoke before the boys go to bed, as his room opens on the corridor where the studies are; and he has not much time now, for at 10.30 he must go round the dormitories and see that lights are out. This is how his candid friend, the non-resident master, sums up the situation: "The sooner you get out of this place the better. You are simply rotting here. You never read a decent book; you don't know what goes on in the world; you never see any decent society, except the head master's wife on Sunday evenings. You are frittering away your energies in doing second-rate work. If the school were bigger, you could have the house discipline kept by a decent set of monitors. As it is you never have a moment to yourself. Dormitories, studies, dining-hall, and playing field—you have got to boss the lot; and all your evenings spent in this stuffy room correcting exercises. You have become so accustomed to your bachelor ways that you will never marry and settle down as a citizen and a parent. And an unmarried man is at best but a stunted growth. What you must do is to get out of this—either a head mastership or a greengrocer's shop, it does not much matter which." And with this the candid friend departs, leaving his colleague to lock up and put out the lights before he betakes himself to his glorified cubicle with one window opening on to the big dormitory.

I have painted the life of our resident master in our second class of schools in somewhat sombre colours. But, if you will bear with me, I must mix a still deeper tint to depict accurately the victim in the preparatory school.

Here, again, at first, everything is brilliant sunshine. The dear little fellows of ten to twelve! They are so bright and happy! They come fresh and smiling from their morning tub. Who can resist their attraction? The machinery of the house goes smoothly. There are even carpets on the floors and pictures on the walls. After a good and comfortable breakfast, the boys run off to feed their pets or oil their cricket-bats. Cheerfully at the stated hour they come to their class-rooms. The work is made delightful to them; it is all fun. At the same time, though they may not know it, they are made to learn. The school fees are high, and the mothers insist on comfort, and even on luxury; but the head master knows that his success depends ultimately on scholarships. He has clear ideas as to how these little brains are to be stuffed for Winchester or Clifton. In these schools it matters not if the assistant is ignorant of the art of teaching; he has only to do as he is told—and the head master will take care to see that his orders are obeyed. But I need not go on; everything is delightful, if it lacks the charm of variety. The salary, again, is sufficient to pay the tailor and the tobacconist and the Cook's ticket for a month in Switzerland. All this while the assistant master is young. Sooner or later comes the day of awakening. In this case it will come earlier than in the case of the public-school master.

We will suppose our resident master is thirty, and try to sum up his position. There are three things he will have to consider

—his duties towards himself as a man in his intellectual and emotional relations; his duties towards his own profession; and, lastly, towards the State.

As a Man, Intellectually.—He knows he ought to do some hard reading and hard thinking. He knows that when he left the University he was immature and had come to no definite conclusions on the philosophy of life. His new position helps him no whit. He is one of eight masters. Every alternate day he is on duty—the dear little cherubs must never be left unwatched—from seven in the morning to nine at night. After that hour he may do what he likes in the study that he shares with seven colleagues. On the other days he is occupied officially but from nine to five, and in his off hours finds only three companions in the common room. Now is his chance for work. Looking back, he finds that he has done nothing. Intellectual sloth and mental stagnation have got hold of him; the self-culture he hoped for has become a dream of the past.

As a Man—Socially.—Here again, as he looks back, he has no reason for self-congratulation. On the rare occasions when he finds himself in society with his fellows, men or women, he is awkward and ill at ease. Man should be a gregarious animal, as he finds to his cost. After a series of years, the duties of a nursemaid, which are inseparable from his position, have begun to lose their interest. His natural affections are blunted and suppressed. He is rapidly becoming a self-centred and selfish outcast from social life.

As a Man—Professionally.—Like his colleagues in the public schools, he is doing a grievous, though unwitting, wrong to his profession by accepting a resident post, which is paid, not for the value of the service rendered, but in proportion to the hope held out of making money in later life by profits on the charges for bread and butter. And what are his prospects in later life? There are three alternatives for the future before him. If he has a sufficiency of private capital, he may start a private preparatory school on his own account, and in the stress of unlimited competition, may find himself with a competence or in the Bankruptcy Court. This is a toss-up. If he has no capital, he may marry his head master's daughter and succeed to the inheritance. Failing either of these, the third alternative is to earn a shilling a day as a sandwich-man.

As a Citizen.—The greatest of all wrongs that our resident master does to his own individuality is that of unfitting himself for the duties of a citizen. What I have already said of the isolation and aloofness of the public-school master applies still more closely here. A man's duty to the State demands that he should marry and play his part in the affairs of men. A resident master in a preparatory school is a sort of superior nursemaid, whose ears are stopped with cotton wool in order that no sound from the outer world may reach him, whether of men of letters or of men of action.

For the purpose of my argument I have, of course, excluded something and suppressed not a little. There are, it is clear, resident masters who are scholars in the full sense of the word. There are others—an increasing number—who have studied the science and art of education. There are yet others who mix in the larger world without bearing the stigma of schoolmaster written upon their faces. In one great school at least the members of the staff play an important part in the control of the municipality. Every one will know of cases where men, though unmarried, have been unequalled as house masters or as head masters. But I do not think I have exaggerated on the whole in my description of the disabilities attaching to residence. A schoolmaster is, it appears, of necessity—I would it were not so—a marked man. No one is altogether at ease in his society. And this characteristic is accentuated in the case of masters in boarding schools, especially in those smaller in the number of their pupils and lower in the social scale.

Except for a few early years as house tutor, a man ought not to accept a resident mastership. Resident masterships imply boarding houses. These are one very important cause of the existing lowness of salary. When a great head master is content to receive one-third of his income as salary for work done and two-thirds from the profits of a boarding-house, it is natural that the work of a teacher should be rated low. When an assistant master in a great school is content to receive a salary of £200, or in some cases even less, it is natural that salaries should rule low in the poorer schools. No attempt is made to pay for the work at its proper value; but compensation may come later in life, in the former case, in the shape of

boarding-house profits. The vast majority of assistant masters have no such prospects. They suffer from the examples set at the top of the profession. For this cause all assistant masters, save the few lucky ones in the best schools, have reason to curse the boarding-house system in vogue in England.

No less severe an indictment may fairly be made in reference to the difficulty, or even impossibility, of marriage. A man—and a schoolmaster, after all, is, or was, a man—a man ought to marry, and to marry while he is yet young enough to bear with cheerfulness the worries of plumbers and monthly nurses. As things are our resident master remains in comfortable bachelor quarters until he has become too timid or too self-indulgent to venture upon unknown seas. Of his lack of responsibility to the State and to his fellow-men, of his intellectual stagnation and his moral dwarfing, I have said enough, as also as to his living amongst, and dealing with, immature intelligences.

For all these reasons there is enough ground, in my opinion, to condemn the system of resident masterhips. This necessarily involves an attack on boarding schools.

One must speak with bated breath about our Public Schools—with capital letters. But, with sundry exceptions, I would be prepared to condemn boarding schools as a whole. In two cases only do they seem advisable or even admissible. For the sons of country gentlemen the alternative is between a boarding school and a private tutor. The former is far preferable. We must, then, have our great public schools, and in these, as I have already pointed out, the disabilities of residence are not in all cases severe.

The second case where boarding schools are essential is for sons of parsons, doctors, farmers, and the like living in small villages too remote from railway or county town for daily attendance at the local grammar school.

In all other cases boarding schools are, in my opinion, an error, and I have no doubt that Mr. Humberstone, dealing with smaller boarding schools, will give stronger reasons than I have done for this decision. The unnatural separation of the sexes and the herding of masses of boys has much to answer for in the social life of the country. It is not only the masters who suffer. Children, boys and girls, are brought up together at home. The home life should continue as long as possible, to be followed by entrance to a day school where boys and girls are taught together—not necessarily in all subjects, but in many. The present system is, with the exceptions I have named, as unnatural as it is inexpedient. The scholastic profession should be an honoured one. Our work yields in importance to none. We should be able to do that work without ceasing to be citizens. We should be paid for our service directly in view of the value of our work to the State, and we should not allow ourselves to receive part of our income indirectly from parents under the guise of boarding fees.

THE FOURTH ANNUAL CONFERENCE OF SCIENCE TEACHERS.

ON January 9 and the following day, in the Gymnasium of the South-Western Polytechnic, was held the Annual Conference of Science Teachers. Mr. T. A. ORGAN, Vice-Chairman of the Technical Education Board of the London County Council (under the auspices of which the meetings were held), opened the proceedings with some allusions to the industries of Germany. The growth and importance of these were due, he said, to the fact that Germany had long ago recognized the value of having trained scientific men to carry out researches in connexion with commercial undertakings, and, if we were to hold our own, we must follow suit.

The first paper was read by Miss ALICE RAVENHILL, Inspector to the West Riding Technical Education Department, and was entitled "The Teaching of Hygiene." In this it was contended that the absence of a knowledge of practical hygiene causes much economic loss and many social abuses, as well as contributing towards the inefficiency of our young people. Being based upon many sciences and arts already taught in school, and affording as it does a field for their practical application, hygiene should not prove a burden to the time-tables. In America the subject in question is the only obligatory one in all elementary schools. It is, however, of equal importance to both sexes and all grades, and it should be studied in all schools. Every year in the United States sees more Universities initiate courses of sanitary science in connexion with their departments of sociology, which are well attended by both sexes.

In the second paper Dr. WARNER, Physician to the London Hospital, treated of "Mental School Hygiene," and advocated a system of education which not only puts the body well under control, but prepares the brain for what will shortly be required of it. Training, he urged, should go before the giving of instruction in the case of very young children, and for specially constituted pupils particular means of education should be adopted.

In the afternoon, Prof. TILDEN called upon Mr. FRANK E. BEDDARD, Prosector to the Zoological Society, to address the meeting upon "The Teaching of Natural History." This speaker showed the educational advantages pre-eminently possessed by zoology, and exploded the erroneous ideas that nothing of practical value results from its study, while this is necessarily expensive. He alluded to many object-lessons that could be devised, and the making of comparisons which cost nothing because no apparatus was necessary. Few persons, he felt sure, used their eyes sufficiently well to know many of the differences between a horse and a donkey, or had discovered that, whereas the first had four "chestnuts," the latter had but two.

Prof. BOTTOMLEY, of King's College, in considering "The Value of Natural History Collections for Teaching Purposes," described how a use had been found for the Prout-Newcombe Collection, taken over by the Technical Board, and now housed at Shoreditch Technical Institute. School-children had been taken to it for simple Nature-knowledge work, and specimens from it had been used as illustrations in a course of lectures for elementary teachers.

Prof. RÜCKER, Principal of the University of London, was chairman at the meeting on Friday morning, when "American Systems of Nature Study" were discussed in an amusing manner by Mr. R. HEDGER-WALLACE (formerly of the Department of Agriculture, Victoria). The subject is now so much to the fore in this country, and so many things are called Nature study, that it was interesting to find that ten or a dozen kinds have been distinguished in the United States. Mr. Hedger-Wallace spoke of the necessity of our defining at once the meaning of the words, and, although he did not do so himself, yet we may judge from his remarks that he looks upon the training in outdoor observation which is a part of the scheme of Cornell University, as true Nature study, and so the work from which information is gained. This comes rather under his heading of the normal school type and consists of object-lessons in natural history and the earth-knowledge of the Germans. Many features of American Nature study we are advised to avoid, but Mr. Hedger-Wallace said much in favour of the systems of Cornell as well as those of Clark and Perdue Universities, where two series of publications are produced—one for the use of the children and the other giving hints to their teachers.

Under the title of "Nature Study in Schools" Mr. DAVID HOUSTON (Lecturer in Biology to the Essex County Council) descanted upon the very thorough way in which, by training elementary teachers to frame Nature knowledge lessons from their own observations, this work was being introduced indirectly into the village schools of Essex by the Technical Instruction Committee of that county. Round the conference room were hung specimens of teachers' and children's work, while bound in a little volume and distributed among those present was a selection of the same, with printed lessons, pamphlets, and schedules.

At the last meeting Prof. ARMSTRONG presided, when Mr. E. E. HENNESEY (Principal of Lady Warwick's School, Bigod's Hall, Dunmow) discussed "Technical Education in Rural Secondary Schools." This speaker had collected a great deal of information as to agricultural schools which will be of much use when printed with the other papers in the *Technical Education Gazette*, and not the least valuable part of this paper was the description of the working of his own institution, which has now completed the three years' course.

Prof. MELDOLA, of Finsbury Technical College, followed with an account of "Pioneer Work in Secondary and Technical Education in Rural Districts." It comprised a history of the establishment of Lady Warwick's School, described by Mr. Hennesey, and for the various details now collected Prof. Meldola claimed no novelty, though the address forms a pleasing tribute to the "noble lady" to whom and her enterprises the speaker has acted as scientific adviser.

ASSOCIATION OF ASSISTANT MISTRESSES IN PUBLIC SECONDARY SCHOOLS.

THE eighteenth Annual General Meeting of this Association was held on Saturday, January 11, at the Women's Institute, Victoria Street, S.W. Miss E. R. PEARSON, of St. Leonard's School, St. Andrews, the President, was in the chair, and in the course of her address discussed the aim and methods of education, and said the school should be regarded merely as the sharpening of the axe, and not the felling of the tree. The school curriculum should include only those subjects which possess in the most eminent degree the capacity of stimulating the intellect and training the character. Both in elementary and in secondary schools too little value appears to be attached to the

intellectual possibilities of religious instruction. The subject has been one of such bitter controversy that it has become difficult to discuss it dispassionately. In the supposed interests of tolerance it has been thought necessary in most cases to limit religious instruction to the historical events recorded in the Bible and the elementary ethical lessons to be derived from them. By the neglect of the study of dogmatic—which, alas! means denominational—religion a great intellectual and moral opportunity is being lost. Even differences may be turned to intellectual account, for it is only by the clear apprehension of differences that the underlying unity can be grasped. Our national education needs to be more intellectually stimulating and more technical and commercial. We need not be afraid of making the English race too imaginative and unpractical.

The President's address was followed by a discussion on some points arising out of the Education Bills of 1900 and 1901, and the following resolutions were passed:—(1) "That it is essential that on Local Education Authorities women directly elected should co-operate with men." (2) "That it is desirable that the Education Authorities should include persons possessing adequate knowledge of educational matters." (3) "That it is desirable that the residue under Section 1 of the Local Taxation (Customs and Excise) Act, 1890, be definitely appropriated to purposes of education." (4) "That it is undesirable that there should be a statutory limit to the rate raised by the County Councils and Borough Councils for purposes of education other than elementary." (5) "That it is desirable that provision for appeal on specified questions on the part of governing bodies of existing schools to the Central Authority should be made."

Another resolution, "That private schools, recognized as efficient, shall be eligible for grants," was put to the meeting, but not carried.

Miss E. G. SKEAT, of the Penarth Intermediate School, read an admirable paper in the afternoon, on "The Position of the Natural Sciences in a Liberal Education." After a short historical review of the educational ideals and methods of the past in as far as they bore on the position of the natural sciences, she endeavoured to show that no education could be called liberal which did not tend to develop the faculties of every type of mind, and that in some cases these sciences succeeded where all else failed. In attempting to define the position of the natural sciences amongst the school subjects generally, Miss Skeat took an exceptionally fair view of a burning question, showing that in a liberal, as opposed to a technical, education the sciences have not so much a utilitarian as an æsthetic value, and therefore those subjects should be chosen which most tend to stimulate the imagination and awaken the perspective faculties. Miss Skeat then proceeded, amid much laughter, to quote the scheme of the chrestomathic school, using it as a text to maintain the proposition that we do not aim at universal knowledge, but at the acquisition of scientific attitude of mind. With respect to methods, Miss Skeat urged that all scientific teaching should be practical, also that enumeration of facts and terminology should not be allowed to stifle the feelings of ardent curiosity and æsthetic appreciation with which a child instinctively approaches Nature's mysteries. For only by according to the natural sciences this exalted place as helpmeet to the humanities can we hope to realize that perfect adjustment which is indispensable to the attaining of a liberal education.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.]

THE Association has now a local habitation, as well as a name. Offices have been taken at 27 Great James Street, Holborn, W.C., and are open to the inspection of members. A first selection has been made from the two hundred candidates who applied for the post of Secretary to the Association. The executive will make the final choice at an early date.

On January 15, at the Board of Education Offices, Sir George Kekewich and Sir W. Abney received two deputations on the tenure question, one from Head Masters and the other from ourselves. The deputations were introduced by Dr. Gow. The general drift of the contention put forward by the Head Masters was—(1) that in so difficult a question evidence should be taken before any change was made in the policy of the Charity Commissioners; (2) that, as county and education bodies do exercise control by grants, they will have to be consulted in the inquiry. On our behalf it was contended (1) that hardship did exist, (2) that there was doubt as to who were the employers of assistant masters, (3) that we do not want fixity, but

(Continued on page 158.)

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security. The suggestion was also thrown out that assistant masters should be represented on the Consultative Committee. Sir G. Kekewich, in replying, said that the Board of Education did not feel itself bound by the Charity Commission; it was free to do as it liked. He elicited by question that the question of tenure did not exclude that of head masters as well as assistant masters. Local Authorities would have to be considered, and that complicated the matter very much. He could give no answer then, but would lay the case before the Duke of Devonshire and Sir John Gorst.

At the Council Meeting held on January 10, at St. Paul's School, Hammersmith, Mr. J. L. Holland, of St. Olave's and St. Saviour's Grammar School, Southwark, was elected Chairman of the Association for 1902; Mr. S. E. Winbolt, of Christ's Hospital, E.C., Honorary Secretary; and Mr. F. Charles, Strand School, W.C., Treasurer. Vice-Chairmen were also elected (Messrs. E. Kitchener, Rugby School; T. E. Page, Charterhouse; G. F. Daniell, Mercers' School; and Dr. F. S. Macaulay, St. Paul's School), and vacancies on the Council were filled. Much other business was done; this will be found in the February Circular.

The General Meeting was held at St. Paul's School on Saturday, January 11. It was preceded by a service at St. Paul's Church, Hammersmith, at the close of which the Rev. A. Boyd Carpenter gave an address.

The annual Report and the annual Statement of Accounts were presented. Resolutions were moved by the Rev. J. F. Tristram, Dr. Macaulay, and Messrs. Page, Bridge, Bentley, Atkinson, and Holland.

An able and interesting lecture on "Greek Educational Ideals" was delivered by Mr. Arthur Sidgwick; and a discussion on "Resident Masterships" was opened by Messrs. Longsdon and Humberstone.

In the evening some sixty members attended the Annual Dinner at the Queen's Hall, Holborn Restaurant, where Mr. C. A. Cripps, M.P., made a sympathetic speech on the difficulties before educationists in general and assistant masters in particular.

CALENDAR FOR FEBRUARY.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 5.—University College, London. "Le Roman provençal de Flamenca," Public lecture in French, by Prof. Louis M. Brandin, at 8.30 p.m.
- 12.—College of Preceptors. Evening Meeting.
- 12, 13, 19, 20, 26, 27.—University College, London. "Dante's 'Purgatorio.'" Barlow Public Lectures, by Dr. E. Moore, at 3 p.m.
- 13.—College of Preceptors. Lectures to Teachers. First course begins.
- 14.—British Child-Study Association, Sesame Club. Dr. Shuttleworth on "What can be done for the Morally Defective Child," at 8 p.m.
- 15.—College of Preceptors. Meeting of Council.
- 15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
- 19.—University College, London. "Les Mœurs du Moyen-Age." Public lecture in French, by Prof. Louis M. Brandin, at 8.30 p.m.
- 23.—Post School News, items for this Calendar, &c., and Advertisements for the March issue of *The Journal of Education*.
- 25 (noon).—Latest time for receiving urgent prepaid school and teachers' advertisements for the March issue of *The Journal of Education*.
- 26.—University College, London. Annual General Meeting of Members of the College, at 5 p.m.

The March issue of *The Journal of Education* will be published on Friday, February 28, 1902.

THE ASSOCIATION OF UNIVERSITY WOMEN TEACHERS held its annual meeting on Saturday, January 18. Mrs. Henry Sidgwick, Principal of Newnham College, presided. The meeting was exceptionally well attended. The eighteenth annual report was adopted after congratulatory remarks of the President on the steady growth of the Association and the success of its work during the last four years. The high standard of qualification insisted on had not prevented the membership reaching well over 1,000, the increase during the past year being 258, whilst the statement of accounts showed a satisfactory financial position. The statistics recorded in the report indicated a slight improvement in the rate of salaries of assistant mistresses; also that the demand for science and modern language mistresses continued to be in excess of the supply. After the transaction of business, Sir Joshua Fitch, I.L.D., gave an interesting address to the members of the Association on "The Part of Women in National Education."

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OCCASIONAL NOTES.

THE Order in Council for a Register of Teachers is fully discussed elsewhere, and Sir John Gorst's answers in the House on the 24th ult. throw no fresh light on the doubtful points which we there confess ourselves unable to resolve. What is a "recognized school"? That is the very key of the position. Sir John refuses to answer. Will schools conducted for private profit be recognized? Yes, if they are efficient—that is, if the Board recognizes them. Will a list of recognized schools be published? The matter shall be considered. On one point only did Sir John give a plain and positive answer. An "elementary school" means, after all, a public elementary school as defined by the Code, and we were mistaken in our interpretation; but the meaning of "elementary teaching" in the same sub-section is still obscure. On the other hand, where we do not venture to hazard a conjecture, Sir John speaks as an inspired prophet. The fees in the first years, he tells us, will be more than sufficient to cover the cost of the Register, and the balance will afterwards be adjusted by reducing or increasing the fees. We only hope that the calculation may prove nearer the mark than the Government estimate of the cost of the war.

DID Lord Rosebery nod when, in his speech at Liverpool, he declined to refer to education on the score that no "comprehensive Education Bill would have a chance, if introduced after Whitsuntide"?

Lord Rosebery at Liverpool. As a matter of fact, Mr. Balfour did not himself mention Whitsuntide, but, when Mr. Trevelyan asked: "Will it be before Whitsuntide?" replied: "I hope so." This is a very different thing, and in well informed circles is taken to mean the first thing after, if not before, the Easter holidays. The second reading would then be over by Whitsuntide, and the Committee stage well on its way by

the Coronation date. But the studious avoidance by Lord Rosebery of references to education in his political speeches, together with his laudatory comments at the municipal banquet on the action of the Liverpool Town Council, permits a further conclusion to be drawn. This is that Lord Rosebery does not want to create a new line of cleavage in his party by openly throwing over *ad hoc*, so dear to many of his chief (Scotch) supporters. If he did so, he would, for the nonce, find himself opposed to the "imperial" Mr. Perks and allied with the *intransigent* Mr. Lloyd George. However, his opinions are perfectly well known to be in accord with the County Council's. It may be noted, also, that the Liverpool City Council is one of those which, like Nottingham, have expressed to the Government their desire to take over all education in the town, while the Liverpool School Board, by a majority, has supported this view to the extent of indicating a willingness to commit patriotic suicide. Hence, on the whole, we think Lord Rosebery knew what he was about.

AS we anticipated, the West Riding County Council has not secured much support for its campaign of renunciation of elementary powers. In 1896 seven County Councils (on the initiative of Northamptonshire) so far misunderstood the position as to deprecate being involved in the "contentious questions of elementary education." So far, two only—Durham and Lincoln (Lindsey), both of which were in the seven of 1896—have followed the West Riding; though no doubt Northamptonshire will not let slip the opportunity of showing that it is "agin the Government." On the other hand, over a dozen Councils have either openly dissented or taken the politer course of allowing the West Riding letter to lie on the table. It should be mentioned that Lincoln (Lindsey) does not agree with the West Riding reasons, but accepts the resolution purely in the interests of the rates of agricultural districts, and on the slightly gratuitous assumption that the alternative is for the Chancellor of the Exchequer to pay the whole cost of elementary education from Imperial funds. This is scarcely the time for such a proposal to be acceptable. We admit, however, that we were scarcely prepared for the comment of the official organ of the School Boards on the action of the West Riding and Northamptonshire Councils. That journal states boldly, and twice over: "Those who remember the controversies which surged round the Government Bill of 1896 will recall the impression created by a similar expression of opinion on the part of the County Councils Association." We do not pretend to remember; but we have been to the office of the Association, and find the unanimous resolution was exactly the opposite, and ran as follows:—

That this Association, without expressing any opinion on the controversial portions of the Education Bill, do approve generally of the proposals contained in the Bill to place the control of elementary and secondary education in the administrative counties under a Local Education Authority, and that, as regards these counties, the County Council, acting through a Committee, as the Education Authority, is well qualified to undertake the powers and duties imposed upon that body by the Bill.

Surely the *School Board Gazette* owes its readers some apology for so misleading a statement.

IT has not yet been noted how far events have placed County Councils in a much more favourable position as regards combining elementary and secondary education than they held six years ago. Practically all the questions which appeared to careful administrators likely to involve the County Authority in managerial controversies con-

nected with elementary education have been already settled. First, there is the Voluntary Schools Act of 1897, which, by placing the jurisdiction over denominational managers in the hands of non-local bodies of their own denomination, and in direct contact with the Board of Education, relieves the Local County Authority from any necessity of inquiring into, or interfering with, the functions of such bodies of managers. Next, and still more important, is the re-organization and strengthening of the Central Education Authority by the Board of Education Act, 1899. Here we have the principle of unification admitted at headquarters, so that it is difficult to say until a communication is received by the Committee of Council, or the Chief Secretary, into what compartment the matter to which it relates may properly fit. Now, one of the chief objections taken to the Bill of 1896 was, that there was then no such complete superior authority, in whose hands the making of codes, expert inspection, and the determination of supply of school places would ultimately rest, no central department which would, if necessary, coerce into doing its duty a recalcitrant or reactionary County Authority. Not only is this so, but at present any local body, brought into contact with a matter which appears likely to involve contention, can shift it on to the broader shoulders of the Board of Education.

BUT the most important factor in the situation is the greater experience of all grades of Local Authorities. The County Councils in 1896 had practically only five years' educational experience (since the receipt of the first grant under the Local Taxation Act); the Parish and Urban Councils, to whom (Section 10) the management of elementary schools was to be delegated, had only just come into existence (under the Local Government Act, 1894), and were regarded with suspicion, if not aversion, by the squire and the parson. Since then the County Councils have gradually extended the borders of their work, so that endowed schools, schools of science and art (by the beneficent operation of Clause VII. of the "Science and Art Directory"), and last year, by the same machinery, continuation schools have all come under their supervision. But, lastly, whether they liked it or not in 1896, they have been obliged by the Cockerton judgment and the Act of 1901 to take over the rating supervision (not the management necessarily or usually) of those evening schools which in 1896 were supposed by them to be elementary, and, as such, cast aside by seven of them; three only have recorded the former "contentious elementary" protest. The result, in the administrative counties at any rate, has been an increase in these schools and in their older scholars. The Urban Councils, also, all over the country, have undertaken for the County Councils the management of technical and even secondary schools, have raised annual rates for the maintenance of such schools, and in some fifteen counties have contracted loans for building new schools. The Parish Councils, too, have in numerous counties taken over with success the management of village classes and continuation schools. Having no rating powers of their own, they have requested the County Councils to specially rate their areas for these purposes, and a fair number of cases have occurred where they have asked for such rate contribution to be given to endow a school in a neighbouring town. In fact now the administrative hierarchy is complete and efficient, and there is no place for School Boards.

THE very latest argument against County Council control of education is based upon the large area of some of the rural counties and the long distances which members

County Councillors and Distances.

have to travel to meetings. We are gravely told that in one county all the members of the Council (some seventy in number), have to travel in their two journeys to and from the County Hall about five thousand miles. This looks formidable, but it really means an average of thirty-five miles each way, which, we believe, can be done under an hour, even on the South-Eastern Railway. But do these objectors know how a County Council does its work? In the first place, only some fifteen out of the seventy members will get on the Education Committee. These fifteen, with the co-opted experts, will resolve themselves into some three or four Sub-Committees of about six members each. These Sub-Committees will meet probably once a month, and the whole Committee once a quarter. No doubt the meetings will be arranged to fit in with other Committee meetings. Each quarterly meeting will last, like those of the N.U.T., for a whole day. Reports from officials and inspectors will be handed in, conferences held, and deputations of managers received. There will be no reporters, no talking to the gallery, no religious or political fireworks. In fact, the good work which School Boards do in committee, rather than their foolish performances in full Board, will be the object of imitation. It must also be remembered that County Councillors come together naturally once or twice a month for other purposes, and so will feel less than other persons the strain of this extra travelling. Besides, has not Mr. Stanley told us that County Councillors have "some leisure" and "some means"?

MR. M. D. HILL'S paper read at the Conference of Public School Science Masters deserves more attention than it has yet received. That boys should not specialize before the age of eighteen was the major premiss of his argument. But, to win scholarships at the University, boys are forced to specialize in classics or mathematics; consequently, science either goes to the wall or has to follow suit. The remedy he proposed was that all scholarship examinations should include pass papers in literature (under which head, we take it, he includes ancient and modern languages), mathematics, and science, together with alternative advanced papers in the same three subjects. If college tutors were persuaded not only to set such papers, but to disqualify any candidate who failed to obtain, say, a third of the maximum marks in any one of the three sets of pass papers, a most salutary change would undoubtedly be brought about in the curriculum of public schools. But what tutor would have the heart to reject a possible Senior Classic or Senior Wrangler for ignorance of the rudiments of science or French?

EVEN those who wholly disagree must relish plain speaking such as the Secretary of the British and Foreign Society addressed the other day to the Bromley Branch of the National Free Church Council. Mr. Bourne represents a society whose motto is to steer clear of party politics, and he introduces himself as no controversialist. Yet he starts by saying: "I do not believe it to be within the bounds of possibility that we should get a good Bill from the present Government. There is not the will, even if there is the power." He proceeds ruthlessly to dissect the Board of Education—a mere shuffling of the old pack, its Vice-President the unprofitable servant who is content to hide his talent in a somewhat soiled napkin, and its President who boasts that he is a fairly average specimen of the man in the street. Nor do Lord Hugh Cecil and the clerical party escape the

Mr. Alfred Bourne on the Education Problem.

lash. Archbishop Temple is quoted to show that pagandism has been the chief motive in promoting education. "The voluntary schools are intended as buttresses of denominationalism rather than means of education for its own sake." No real progress will be made till we convince the country that education is the work of the country as a whole, and that parsons, *qua* parsons, have no part or lot in it. Pretty straight hitting for a man of peace who does not meddle with politics or sectarian disputes!

WITH the latest volume of Special Reports, "Rural Education in France," we propose to deal next month, and will at present confine ourselves to a single aspect—its bearing on the problem of the hour. This problem—how to bring the poorest cottager in the most sparsely inhabited district within reach of an efficient

Rural Education in France.

school—France has solved, while England is only just beginning to face it. It has solved it by grasping the first principle of pedagogics—that, *en dernier ressort*, the school is the teacher. Since 1889 the State has borne the total cost of salaries. Consequently there are at the present moment in France virtually no uncertificated teachers. The humblest village school is properly staffed, and therefore efficient. We in England, as Mr. Sidney Webb has told us, are, as regards rural education, at the same stage as France in 1880, before the enforcement of compulsory attendance. If only our Minister of Education could be induced to read this report, and profit by the object-lesson! How long shall we tolerate the eighteen thousand vaccinated broomsticks officially known as "Article 68's"?

WE have received a specimen number of *Odds and Ends*, a French fortnightly published at Brussels, with the object of teaching French to English boys and girls, with a request to make it known. We gladly comply by giving a specimen of English as she is spoke at Brussels:—

"No English girl perhaps" thunde-red James Stackford irritated by the raillery of the Anglo-parisien little fop, and with such an impulse of national "amour propre" that one would have thought to have seen in a latin only. "No English girl, will! because they have not had the occasion; but there will be an Englishman, and who will do the voyage round the world without a farthing—without a farthing do you hear, gaining his living himself on the way and continually going forward, till he eventually arrives at the point of departure, not like a beggar, or a reconciled prodigal, but triumphantly 1st Class."

We may add a few specimen croppers from our new contemporary:—*Ce voyage ou plutôt cette course*, "this voyage, or rather this running"; *qui était sur les dents*, "who lost his wits"; *ces bulletins ne sont rien moins que satisfaisants*, "these reports are none of them less than satisfactory"; *des génies comme Bismarck*, "genii like Bismarck"; "He deducts from his mathematical studies some interesting conclusions."

TECHNICAL EDUCATION.

THE well arranged "Record of Technical and Secondary Education" includes an interesting return respecting the composition of Education Committees in English counties and county boroughs. It shows the proportion of members, in each case, who are also managers of voluntary schools, members of School Boards, governors of secondary schools or of higher institutions, as well as those directly connected with the teaching profession. The figures are not to be considered exhaustive, but "they are sufficiently full to indicate how largely members of these educational bodies are concerned generally with the administration of elementary, secondary, and higher education." Among thirty-seven administrative counties, for instance, there is only one case in which elementary education is not represented—and frequently largely represented—on the Committees. And secondary schools appear to be equally

well off. Of 897 members on County Committees, and 1,111 members on County Borough Committees, those who are also associated in other educational work are as follows:—

	Managers of		Members of		Governors of		Connected with
	Vol. Schools.	Board Schools.	School Boards.	Secondary Schools.	Higher Institutions.	Teaching.	
Counties (37)	367	58	117	411	116	37	
County	166	95	129	208	106	63	
Boroughs (49)							

THE Association of Technical Institutions, at their ninth annual meeting, passed a series of resolutions to encourage the Government to proceed with an Education Bill. Sir William Hart-Dyke, after moving a resolution approving the general principles of the Bill of 1901, appears to have suggested, in answer to a question, that "in all probability that body [*i.e.*, the Local Education Authority] would be an *ad hoc* one; that was to say, one intended for educational purposes only." This strange interpretation of the intentions of the Government. The Association declared in favour of placing primary, secondary, and technical education under one Local Authority, Mr. H. Hobhouse, M.P., suggesting the useful amendment that the area should not, as a rule, be smaller than a county or county borough.

THE excellent and exhaustive Report of the Technical Education Committee for Cumberland is, as usual, conspicuous for careful returns and interesting comparative statistics. The grant at the disposal of this Authority has risen from £6,000 in 1890 to £8,002 in 1900, but falling again to £7,541 for 1901. The report indicates a useful administration of these funds under a scheme which falls into three main divisions. Instruction is directly supplied in agriculture by means of the Dairy Farm School, the Travelling Dairy, experimental stations, and public lectures; in domestic science by practice lessons and demonstrations, and in the supply of central classes for teachers. Instruction is aided by grants based on attendance at evening schools and classes, by grants to technical schools, and direct contributions to urban authorities. Lastly, a complete scheme of scholarships and exhibitions has been elaborated which appears to be well designed to meet the needs of various classes in the community.

ATTENTION has been directed in this column to the unsatisfactory practice which obtains in some counties of aiding schools and classes on a basis independent of the grants paid by Government. In the Cumberland statistics relating to evening schools, the advantages of a sounder administrative policy are clearly demonstrated. "The method of aid now in force," it is said, "is based on the principle of *making up* the Government grant, provided the school is satisfactory, to a certain fixed amount, such fixed amount being based on the number of hours actually employed in teaching. That the plan has had considerable effect in the desired direction of aiding the smaller rural schools is evident from the figures, where it will be seen that the average grant from the county funds to rural schools has increased from £2. 9s. 10d. in 1898-9 to £6. 3s. 11d. last year." On the other hand, urban schools, which in 1895-6 received average grants of £25 from the Board and £7. 14s. 2d. from the County Council, obtained last year £28. 11s. 9d. from the former and £2. 8s. 4d. from the latter.

AMONG the new developments of the county scheme, it is satisfactory to note:—An optional examination established for the benefit of evening schools; the offer of nursing scholarships, modern language studentships, and an additional scholarship in agriculture; the establishment of local studentships open to students of science and art classes; the adoption of regulations for aiding secondary schools, and various changes in the method of organization and payment of grants which make for progress. Perhaps, however, the most important development is the proposal to establish a Technical College for West Cumberland. A Sub-Committee has visited various schools and colleges in the North of England, and has presented a report in which it is estimated that a building suitable for present purposes could be provided and equipped for a sum of from £12,000 to £18,000.

In the introduction of the Report of the Northumberland Technical Education Committee, it is pointed out that evening schools and classes, and, in a lesser degree, secondary day schools, are so closely associated with the work of primary schools that no consideration of the former can be complete without reference to the latter. The essential figures relating to primary education in Northumberland are therefore given. It is shown that, in round figures, £130,000 was expended on primary education during the year. In return for such expenditure, 53,937 children were under instruction in the rudiments of knowledge, of which total between seven and eight thousand are estimated to leave school each year. "It may perhaps be assumed," says the Report, "that the larger proportion of these will enter employments requiring generally the exercise of manual skill, and that opportunities for recrea-

tion, public libraries, mechanics' institutes, and the like, will sufficiently meet their needs for self-improvement." Even if this be granted, there must remain a large number who have been supplied with primary education at the public cost, for whom it is desirable, in the public interest, to provide further educational opportunities.

THESE naturally fall into two general divisions or classes:—(a) The few of exceptional merit who, with the assistance of scholarships, continue their education in day schools or colleges; (b) the larger number who attend evening classes to improve their general education, or to obtain special knowledge concurrently with industrial or commercial occupations. Under present conditions it is not practicable to arrive at any satisfactory estimate as to the extent of the provision which, in the public interest, it is desirable to make for these two classes. In regard to the secondary day school education of those who usually attend primary schools, the minor scholarships scheme of the County Council, which has been in operation ten years, has revealed a more or less constant demand on the part of two hundred individuals for secondary education, and of the number reaching scholarship standard in the examination (about 40 per cent.) not quite half have been enabled to continue their education. Beyond the age of sixteen the competition for intermediate and major scholarships has not, up to the present, demonstrated a demand in excess of the available opportunities.

As already pointed out, the existing facilities for primary education are not by any means fully exhausted; and while that is the case the question of evening instruction is of necessity complicated. It appears to be essential, under present conditions, for a reasonably complete scheme of evening instruction to include subjects of general education of an elementary type. But it appears to be essential also for such teaching to lead, by easily graduated stages, to instruction of a specialized or advanced character. The organization of evening teaching on these lines will in future be rendered much less difficult, as both evening schools and science and art classes are now under the same department of the Board of Education.

THE following summary, given in the Northumberland Report, shows the advance made as the result of the Council's operations, and the change which has taken place in the character of the work.

Description of Service.	1890-91.		1891-92.		1900-01.	
	No. of Centres or Schools.	No. of Pupils.	No. of Centres or Schools.	No. of Pupils.	No. of Centres or Schools.	No. of Pupils.
A. Secondary and Higher (Day) Instruction:—						
(1) Public Secondary Schools ...	3	130	3	130	5	342
(2) Minor Scholarships	A few associated with particular Foundations	—	—	22	—	55
(3) Collegiate Scholarships ...			Nil	Nil	—	8
(4) Other (Day) Scholarships and Exhibitions	Nil	Nil	Nil	Nil	—	27
		130		152		432
B. Evening Instruction and Occasional Day Classes:—						
(1) Evening Classes	7	235	12	630	91	1405
(2) Science and Art Classes	20	1305	20	1298	20	1213
(3) Commercial and Technical Classes	Nil	Nil	43	1517	40	1248
(4) Exhibitions for Evening Students and Students at Central Institutions	—	—	—	—	—	720
(5) Domestic Science:—						
(a) Practice Classes	Nil	Nil	17	265	30	302
			92	3710	181	4888
C. Science Lectures and Demonstrations:—						
(1) Demonstrations in Domestic Science	Nil	Nil	50	4442	24	1134
(2) Pioneer Lectures (Agriculture, &c.	Nil	Nil	70	3440	21	587
				7882		1721

It is added that eight years ago, in conjunction with the Newcastle City Council and the County Council of Durham, a school of cookery was established, the success of the undertaking being demonstrated by the fact that the City Council is about to erect a new building at a cost of over £10,000. Six years ago a farm for agricultural demonstrations was secured, and secondary schools throughout the county have been rendered more efficient.

THREE THEORIES OF THE CURRICULUM— CLASSICAL, MODERN, HERBARTIAN.

By J. J. FINDLAY.

(Continued from page 109.)

PART II.

THE above dialogue has been occupied with a parallel between the ethical aim of Herbart's curriculum and that of the classical Theory as represented in English public schools. The following notes will aim at elucidating Herbart's theory somewhat further—modified perhaps by the bias which the present writer has for modern culture as a basis and preparation for ancient.

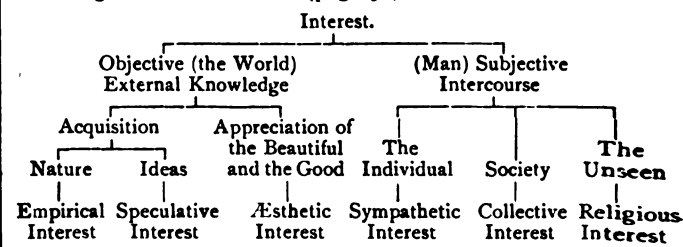
§ 1. Following the teaching of Kant, Herbart sets before us the *will* as the centre point of character. A good will is the one possession of man which in itself is absolutely good. The child, thoughtless, impressionable, curious, eager each moment to satisfy a new desire, must develop into the man, self-possessed, determined, purposeful, bent upon virtue. Has instruction any share in producing this change? Yes, says Herbart, *instruction* may and should assist in this development, although mere *knowledge* by itself cannot. "Knowledge is very often nothing beyond a dull, unexcited store of ideas—that is, of clear, complete presentations. So long as it is nothing more, you cannot develop a will out of it. If a will is to proceed out of this knowledge, it must no longer remain as a lifeless stock of information, but another ingredient must be added thereto—the knowledge must enter into the sphere of feeling, of temper, of disposition; it must be realized as something living or experienced. When this is the case, we have before us a condition of mind which we call *interest*."*

§ 2. This conception of interest plays a large part in Herbartian pedagogics, and must not be confused with the vague notions of "making our lessons interesting" which teachers often adopt without attaching any definite principle to their interpretation. We are not concerned here with plans for relieving the tedium of an unpleasant occupation by the efforts of a lively wit. This is an important matter, no doubt (for, of all unhappy teachers, save us from the bore!), but it does not concern us here. If you think that your instruction is a bitter medicine, by all means sweeten it if you can; but perhaps the prescription needs re-writing?

The interest of which Herbart speaks is an activity of the mind which reaches out into every side of life and lays hold of everything which "interests" it. To follow the simile we have already employed, we may regard interest as the motive force possessed by the child himself† which enables him to widen his *Gedankenkreis*, to push out further and further into every field.

Now, in the previous chapter we discussed the child's circle of ideas as a whole, as a series of steps—*Kulturhistorische Stufen*—tracing them especially in their relation to society, to humanity. But this is *only one side of the circle*, one direction in which the child's interests expand. Herbart bids us observe that the child possesses a *many-sidedness of interest* (*Vielseitige Interesse*) which touches at any and every point the world of sight and sound around him. If, as Herbart's psychology teaches us, this activity of interest is to be a tool by which knowledge is to be converted into useful material for "making character," we must carefully consider its nature, and we must then trace its influence, as it works year by year upon the *Gedankenkreis*, and especially upon that body of knowledge on which we have set such high value, the humanities.

§ 3. How does Herbart analyze interest? Let us take the following scheme from Rein (page 51):—



* Kein, "Pädagogik im Grundriss," page 80.

† Compare Quick, "Educational Reformers," pages 487-490.

This analysis of human activities corresponds to our own observation and experience, for we see the child as an eager little mortal, grasping each moment for a new prize, ready to accept every gift, at one moment observing intently the falling of a feather, at the next comparing intently the colours of a chequer; falling into tears at the next instant, as the mother goes for a moment out of sight. Such is the natural child, such is the happy schoolboy: if we find him otherwise, he is unnatural; he has been checked in his development; his teachers or his environment have attempted to choke some of his interests, with the result that his circle of ideas, instead of developing harmoniously as a circle should do, is taking shape as a distorted curve, extended on one side and contracted on another.

The evidence for this conception of interest, and the conviction of its importance to the teacher, must be sought in observation rather than in the text-books of pedagogics. One of the pleasantest duties of the teacher is to watch child life, and to note the range of ideas and feelings, to measure the force of interest. Apart from such investigations, a scheme such as we have sketched above will appear to be of little value; it will be as useless as the descriptions in the text-books of physics apart from the work of the laboratory.

§ 4. *A Many-sided Interest.*—With this capacity, this key to knowledge, the child sets out upon the school career. Whither will it lead him? What kind of a man will this interest, if unchecked and uncontrolled, create? Surely, it ought to develop our idea of humanity—a man of rich possession, of harmonious, all-round culture. The child whose little finger snatched at every object as it passed has won his prize, and is a man, who knows everything and feels everything, whose pulse answers to every throb of the world's heart; but he is still the child of Nature, unfettered by moral obligation or purpose, trained simply to live for life's sake, to rejoice in manhood as he rejoiced in youth, enjoying to the full the wealth of the material and spiritual world around him. This is the product, under favourable environment, of many-sided interest, *when left to itself.*

But this is *not* the product at which we are aiming. Here we have merely a full-grown child; like the child, he is aimless; he has no character, for he has no will. How shall the error be avoided? How is the child, un-moral, the sport of fancy, to be regenerated in the course of years until we turn him out a man of purpose, with moral ideals, controlling himself and controlling the world?

We know one answer to this question—the answer of Oliver Cromwell. The Puritan tells us that this capacity of interest is a thing of evil, perhaps in itself the source of all evil. We must narrow it down or choke it off. “Crucify the flesh or back into the woods.”* If you seek the heavenly life, you must flee from the world. Such an answer may be needed at the crisis of a nation's history, in hours of moral danger, in times of corruption; but as a permanent law of life it is impossible, as long as men are born with the capacity for many-sided interest.

§ 5. Our sense of the importance of these considerations will be increased by noting the harm that has resulted from the neglect of them. Let us observe two typical cases: (1) the boy who is growing up to manhood, with impulse and interest, unchecked and unlimited. His parents are wealthy and possess a happy home, but they exercise no particular influence over their child, and they send him to a school where the same neglect of character is permitted. He learns a little of many things, and his intellectual interests are stimulated, but there is no guiding purpose in it all. To all appearance such a young man, standing on the threshold of life, is perfectly fit for its duties: he is healthy, active, interested, intelligent, amiable; in reality, he is as helpless as an infant, for he has no will, no purpose—in a word, no character. (2) The other type goes to the other extreme. The parents or teachers, fearing to develop a character such as we have just described, regard this capacity for many-sided interest as an evil, and, in order to create a *strong* character, they kill off all other interests except those which they regard as supreme; they thereby attain what looks like strength, but is really narrowness. Check a child's love in flowers and animals by filling him with book knowledge, and you can destroy his interest and sympathy with Nature as effectually as if you blinded his eyes; by so doing you will probably make him a smarter bargainer on the Stock Exchange or you may

enable him to win a scholarship, but you will not make him a better man. It is within the teacher's power, by such processes, deliberately to sever the fairest branches from the tree of life, but let him not console himself with the thought that he is doing the wise gardener's work of pruning down a too luxuriant growth! Such training produces bigots, zealots, misers; but *men* it kills.

§ 6. How, then, shall we treat this dangerous, but most useful, activity? In itself it is neither good nor evil, but it is there, to use or to abuse. How shall we direct it so as to save life rather than to kill? Let us return to the classification which Herbart offers us. He distributes the pursuits of many-sided interest into two great divisions—the objective and the subjective, the world and man.

Now, which of these two has the chief claim upon us? Surely, the latter. “The proper study of mankind”—and the final interest of mankind—“is man.” This doctrine is, happily, not peculiar to Herbart. In spite of the charm, the gloss, the mystery of the natural world, men who feel and think are conscious that they themselves, their race, their life, their destiny are the supreme pursuit. It is the teacher's task to show how the gradation of rank between these two, between objective interest and subjective interest, should be maintained in the conduct of school instruction. The child, as he finds him, is sensitive to all impressions alike—senses, imagination, feeling are all there, eager to be touched and moved. *The teacher must select and prefer*—all that he offers to the child must be of interest, must touch the child's circle of ideas, but it must be presented in due rank and proportion. The child must be insensibly led to seek, (if one may venture to quote the sacred words) things that are above! He may be permitted and encouraged to love the flowers, but he must learn to love his parents also; if we let him care for animals and their wants, we must see to it that in due time he cares for the poor, and feels for them also. For the present he may delight in stories of battle and conquest, but in due time he will learn that “peace hath her victories” as well. So we are led to the principle which we briefly referred to in the previous dialogue, which the Herbartians call *concentration*. This Interest, which left to itself, is so dangerous because so aimless, can thus be turned into a useful weapon. *By bringing into relief* those objects which are of abiding worth, by *ranking* all in due proportion, we are introducing into the child's mind a controlling element, a supreme interest which does not ignore a single thread of feeling or desire, but firmly guides and leads the whole. What this supreme pursuit should be, admits of no dispute. The child at first seems wholly absorbed in the external world; his interests, to the casual observer, are almost wholly empirical and speculative. “All children are selfish” is a frequent comment of those who only see children on the outside; without intimate acquaintance we might suppose that Herbart's analysis is contrary to facts, and that the child has *no* real interest in his kind, no capacity within him to reach out beyond himself, to love his fellows, or to reverence the Unseen. But it is all there; the teacher's task is to develop the higher interests, without neglecting the lower. He must not suppress these happy interests in the natural world, but must bring them into service, by *associating* them with the eternal interests of human life.

§ 7. We must not omit to note that the principle of concentration makes a claim to be of practical value (if practical is to be distinguished from ethical), no less than of ethical value. For one of the most useful qualities that a man can possess for the business of life is the habit of concentration; the habit, that is, of doing one thing well, and of bringing all other pursuits into due subordination to this. Singleness of aim may often be identical with narrowness and bigotry, but it need not be so. Concentration of purpose enables the man of affairs to bring all the stores of his experience to bear upon the business of the moment; to collect the countless threads of interest and association, so that each shall contribute some item towards solving the one problem. If instruction can help to develop such a quality, it may be serving the ends of practical life with better success than a new technical grant from Parliament.

§ 8. It only remains in conclusion to illustrate, with less vagueness, what concentration means, in the actual programme of studies. Let us take an example. Our class has the average age of eleven, and we give them, as the *kulturhistorisches* material for the school year, the life of our forefathers from 1216 to 1485. How do we concentrate the other branches

* See Felkin's “Herbart,” page 193.

around this? That is to say, what points of common interest and association can we find in the other branches of instruction which shall serve to bind the whole together (always supposing that each branch must at the same time be carried on in a regular scheme of its own)? Some branches can obviously be associated much more easily than others. In reading we will choose simple selections from Shakespeare's historical plays and a novel or two of Scott's. In geography we wish during this year to teach our class the British Isles. Last year they learned all about England, with William the Conqueror and Domesday Book as an introduction. Now we will go off to Scotland with Edward I. and to Ireland with Richard II. But when we have got there, *i.e., when we have sufficiently established the chain of association*, we shall not make the mistake of teaching merely historical geography: the claims of geography in itself require that Scotland and Ireland shall be learned as they now exist, and learned with thoroughness.

So with all the subjects, even with arithmetic, which seems to be the furthest removed from history. A teacher who can readily invent his own examples will often find opportunity to take his illustrations and his exercises from the other branches of instruction. And he will see the advantage of so doing, not only because his psychology tells him that the law of association is a fact of mental life, but because he finds his children appreciate their "sums" so much more when they find that they can, even while at school, put their knowledge to some use; when their many-sided interest is continually appealed to, in order to teach them that school and its many lessons are not many things, but one; as the school is one and life is one. So the two threads, loftiness of purpose with breadth of sympathy, many-sidedness of interest with concentration of thought, richness of experience with singleness of aim, are united in the choice and in the disposal of our materials of instruction, as we desire to see them combine in the life upon which our pupil enters, when the school doors close behind him.

CORRESPONDENCE.

THE NEW METHOD.

To the Editor of The Journal of Education.

SIR,—I have read Mr. Webb's letter in your last issue with interest, and venture to make a few remarks upon it, as he evidently refers to what I said at the annual meeting of the Modern Language Association. Unfortunately, my words were very indifferently reported, and I had no opportunity of revising the proofs. Those who may wish to read this very brief account of the New Method (or Reform Method, as I prefer to call it) in an emended form will find it in the next number of the *Modern Language Quarterly*.

I shall deal very concisely with the various points raised in Mr. Webb's letter. Whether French or German is to be the foreign language taught first is a question which will be—indeed is being—settled by the relative importance of these languages, as well as by the practical experience of teachers. That French appeals more to the ear than German is one of those statements which it is not possible to controvert, for the simple reason that they are so vague. That French grammar is easier is perhaps true; for it is, on the whole, more a matter of memory than of reasoning; but it has yet to be shown that the language with the easier grammar affords the better mental training. I believe that, if Latin is not the first foreign language (and that will be the rule before very long), it is particularly important that German should be taken before French, on account of its grammar (including the valuable chapter on word formation), as well as for other reasons which I have given.

Mr. Webb cavils at my use of the word *child* when I speak of appealing to the sympathies of our pupils. The problem of teaching a language assumes various forms according to the age of the learner—that is clear. I was paying particular attention to the early stages, and my remarks naturally applied to French or German, whichever is taken first. When the children—or, if Mr. Webb prefers it, the "girls" and "boys"—learn their second foreign language, they are, or should be, at least two years older; and no competent teacher will teach the second language exactly as he did the first. He will, to use my own

words, appeal less to the imaginative, and more to the reasoning, faculties of his pupils. But I should be sorry to think that he ceased altogether to appeal to their emotions.

Mr. Webb tries to frighten us with the examination bogey; but our policy is to draw its teeth, and to make it a harmless dragon. It is quite certain that, if methods of teaching change, examinations will change, too. The able men who direct most of them are fully aware of this, though they rightly refrain from sanctioning a change unless it is distinctly demanded by recognized teachers. No one acquainted with our examination system can be ignorant of the striking improvements which have actually been made during the last few years; to enumerate them here would take up too much space. There is no need to change the whole system, as Mr. Webb implies; the reform of language teaching will be a slow, but sure, process.

For the present, as is natural, our energies will be directed towards bettering the *early* teaching of English and of the foreign modern languages; even at the risk of being told that we neglect the æsthetic side of language study—a charge which it would be easy to disprove—we must dwell again and again on the commonplace that the foundation must be sound.

Mr. Webb calls the method theoretically excellent, but proceeds to "greatly doubt if a young person, taught by this method, when abroad would be able to hold much of a conversation with the natives, or attain much of the confidence and freedom from 'insularity' that are expected of him; or even whether, judging from the pronunciation he is often taught, he would be able to understand a native, or be understood by him."

A good deal depends on what Mr. Webb means by *much*; and, if he speaks contemptuously of the pronunciation of our pupils, I can only express surprise at his suggesting a comparison between the results, in this respect, of the older methods and the new. That he should have had occasion "often" to condemn the pronunciation of pupils taught on the reform method is regrettable; it shows that here also there are teachers not fully qualified for their work; but it is hardly fair to lay the blame on the method, which has done more for "practical phonetics" than all the rest put together.

That those who have been taught by a competent teacher on reform method lines can converse in the foreign language with a native, and that with confidence and freedom from "insularity," is a fact which admits of no doubt whatever. "I speak from personal knowledge."—I am, Sir, yours faithfully,

WALTER RIPPMMANN.

MR. LYTTTELTON ON ATHLETICS.

"Non videmus quod in tergo est."

MR. LYTTTELTON'S short article (*Guardian*, January 8) on "Athleticism in Schools" is valuable for the best and simplest of all reasons—he understands the subject. He is a practised athlete, who has thrown off—if, indeed, he ever was possessed by—the Chauvinism of athletics. We are not bound to accept his conclusions, but his comment is based on experience and reflection, and rises far above the level of mere prejudice, usually so dominant on both sides of this question. He knows, of course, that school athletics have not, as a rule, been organized and encouraged because they were the one thing of supreme importance, but because the hours of leisure necessary in a school which is also a home for more than two-thirds of the year require "administration"; for one boy who is, most unwisely, dragged back from entomology, ornithology, or "the harvest of a quiet eye," to reluctant service of the ball, ten are drawn back, with profit to the body and soul alike, from mere listlessness and loafing. Mr. Lyttelton sees too—and we do not know that any one has expressed the thing better—that the havoc worked by athleticism has been greater in those classes who have not had the public-school training than in those who have had it. It is "among young artisans and pitmen in the North, rather than among the well-to-do Londoners of the same age," that the evil is most rampant. He even goes so far as to say that, through nature rather than through nurture, the unintellectual boy who now *is* interested in "combined athletic sport" would perhaps, without that interest, have thought about nothing at all! As, therefore, a healthy physical interest is very much better than no interest at all, the Head Master of Haileybury is inclined, though in moderation, to

argue that all is well, or at least very fairly well, with the public schools in this matter.

One may agree with almost all his premisses, and yet demur to his conclusions. Even Mr. Lyttelton, with all his penetration and good sense, has not shaken himself clear of the pleasant but fatal optimism of the public-school spirit. Are we really to be satisfied, or even nearly satisfied, with our public schools because the young pitmen and artisans, without a tithe of our advantages and opportunities, "go one or two worse" than we do, in this ruling foible? Mr. Lyttelton would abhor such a conclusion, baldly presented, and yet his argument really points or drifts to that conclusion. He wishes the blame—which he metes out unsparingly—for "the monstrous idolatry of athletes, the fatuous flattery of the Press, the interviews, the photographs, the volumes of reminiscences, dull and fallacious, . . . the huge canker of speculation and gambling, which ruins much of English sport," to be thrown on society at large, and not on the public schools! Has he realized that the public schools *are* society "in the making"; that the Press he denounces is largely manned by public-school men; that what we sow we reap; that, when he says the schools and Universities are "struggling to keep alive the lamp of learning," and that "the public school and University man, with all his defects, is *less* under the thrall of athleticism than the so-called working man of the same age," his words are a most caustic, though unconscious, satire?

Fancy "struggling to keep a lamp alive" in places that ought to be a glow of general illumination! Fancy patting the youth of the upper classes on the back, for having—with their advantages—a little more, or not less, intelligence than "the so-called working man of the same age"! This is "the pity of it"—this miserably low standard of what should be expected of people who have all the chances! The dead lift which is required, will, of course, never be achieved till it is believed in. Let us look at it by means of a parallel. Men still living can remember a time when grammar and "longs and shorts" were practically the main curriculum of a public school. Mathematics were faintly tolerated; science was hardly heard of; history was just glanced at; theology was administered in peremptory doses, swallowed with shut eyes; modern languages stood as a kind of scarecrow. Well, that not very remote time is as dead as Methuselah: not because we have left off grammar and elegiacs, but because we have expanded the curriculum and realized that other things are educative. Much remains to be done, as Mr. Lyttelton would probably insist: we shall have to include handicrafts, and train the eye and hand, before we have done with it; but still the dead lift towards variety and comprehensiveness has been achieved. The next dead lift will have to be the dispossession of the *sporting* ideal from its pride of place. Here, too, it will not be done by abolishing games, nor by discouraging any useful pleasure or exercise; here, too, addition, not subtraction, is required. The eternal *topic* of sport is vulgarizing, not so much the sportsmen or the athletes, as the less energetic lot who like to see things done vicariously. That true friend of athletics, Mr. Jackson, of Oxford, has, if we mistake not, lately avowed, after a sound defence of them, that he feels we *hear too much about them*; in other words, *minds* are too full of them. A man's sports should be like his meals, excellent in themselves, odious as a predominant topic either of thought or speech. Our contention is that school and University life is cramped and vulgarized by an excess in this direction; and to say that it is all the fault of society may be, in a way, true; but nothing can be less judicious than to talk to schoolboys or undergraduates as if society was in some way separable from them. There is so much manly good sense in Mr. Lyttelton's article that we cannot help regretting that he has allowed it to be so much vitiated by this fundamental fallacy.

JOTTINGS.

EVERY one knows the story of the Eton boy's *vulguses* on "Summer" and "Winter." The first began:

"Jam nunc prata virent vario distincta colore";
the second with

"Nunc non prata virent vario distincta colore";
and so on to the end. A scholastic contemporary adopts the same primitive method in its reviewing; but it makes a mistake, which the

Eton boy, we are sure, avoided, of showing up the two *vulguses* simultaneously. Prof. Laurie's "Training of Teachers" stands for "Summer." "It is education treated from a high philosophical standpoint"; "commendable iteration"; "more inspiring than the sayings of those who were to the Reverend Doctor Opimian and his friends 'the bore of bores'" (the grammar is not ours); and, as a crowning encomium, the article on "The General Function of the Primary School" "reeks with significance to the present crisis." Prof. Laurie might well exclaim, like Vespasian: "Ut puto deus fio!" Next we have "Winter" in the same number (there is no need to name the author). "It fell to our lot lately to read through a volume by Prof. Laurie," so the review begins; then follow "the unphilosophical standpoint," "the damnable iteration," &c., and, again, "the bore of all bores," who, of course, is Mr. X., the *jam nunc* in the case following the *nunc non*. Should such reviewing be called "twopence-a-lining" or "halfpenny-a-lining"? All depends on whether you are the writer or the reader.

FROM a general information paper: "When are Consols said to be at par?" "When one cannot order the other about."

FROM an inspector's note-book:

"Saxon and Norman and Dane are we,
But all of us Danes in our welcome of thee."

—Who is the *thee*? General chorus: "Canute!" Still small voice: "God!"

"TALBOT" desires a list of foreign training colleges for secondary teachers (women).

MISS LOSEBY, Highfield, Gainsborough, wishes to know of any one who teaches artificial memory by correspondence, or any good book on the subject.

MR. T. P. KENT, M.A., Scholar of Christ Church, Oxford, and assistant master at Cranleigh School, has been appointed Professor of Mathematics at Rondebosch College, Cape Town.

THE Heriot Trust, with an income of over £40,000 a year, have been outrunning the constable, and the Governors are appealing to the public. In supporting their appeal to manufacturers Prof. Laurie gave a striking instance of the part played by technical institutions in America. Mr. Carnegie had told him that in his huge works there was not a single head of a department who had not gone through a complete course in a science institution.

THE REV. J. R. WYNNE-EDWARDS, of Cheltenham College, is the Head Master-elect of Leeds Grammar School.

THE REV. A. H. COOMBS, assistant master and chaplain of Clifton College, has been appointed Head Master of St. John's College, Hurstpierpoint.

THE Society of Arts proposes to add a *viva voce* examination in French, German, and Italian in any centre at which twenty-four candidates can be collected. The examination will include dictation, reading, and conversation.

THE London School Board has appointed for one year seven oculists in the Medical Department. One out of the seven is a lady.

THE Consultative Committee is still considering the question of inspection of schools. There is a difficulty about Oxford and Cambridge, where there are two rival claimants, neither of whom will give way.

THE REV. T. W. SHARPE, C.B., has been elected President of the College of Preceptors, in succession to the Dean of Wells, who has filled this honorary office for the last quarter of a century. Dr. Haig-Brown, Master of the Charterhouse, is another ex-President.

It is stated that in the schools of the Halifax Board the average number of scholars per teacher is about twenty-five. A member, with an eye to the ratepayer, pointed out that, if the regulation whereby each teacher had forty-one children were enforced, the Board might dispense with the services of 169 teachers. It is to be hoped no such proposal will be entertained.

HISTORY repeats itself. The following is from one of J. R. Green's letters, dated 1867:—"I have just made one of a deputation to the Council Office about 'poor schools.' Conceive a Minister of Education who didn't know the *very rudiments* of the matter; a Vice-President who had to ask us for information supplied from his own office!"

COLONIAL AND FOREIGN NOTES.

FRANCE.

SOME particulars respecting the *colonies scolaires* of Paris will be useful or interesting to those connected with the same form of philanthropy in England. The idea of helping town children to a sojourn in the country originated, in 1876, with M. Brion, of Zürich, who, carrying off his "colony" of youngsters to the mountains, studied the effects of the change on their development. In Paris his example began to be followed some twenty years ago. Conducted on a small scale and tentatively at first, the system justified itself by its results, and has taken its place among the regular scholastic institutions of the French capital, all the *arrondissements* now sending out colonies both of boys and of girls. For colonists weak, anæmic, but not diseased, children, from ten to twelve years old, are selected by a school committee and the medical inspectors. The parent must sign a document releasing the management from all liability for accidents; after which he receives a list of articles that his child will need—clean linen, clothes, a comb, soap, and (in most cases a novelty to the user) a tooth-brush. Often assistance in money is given towards the completion of the outfit.

Most of the colonies are located in departments remote from Paris, as Doubs, Vendée, Calvados, and Orne. The high regions of the Vosges and Jura are found to be the healthiest sites. Distance from Paris—the point is worth remembering—if it adds to the expense of travelling, has for an offset the cheapness of food in the outlying districts. The children are housed in school buildings, not, as our common practice is, "boarded out." In general the duration of the holiday is twenty-one days; a longer period is not found expedient, as frequently a reaction sets in when the third week is passed, so that the energy that has been gained begins to be dissipated. The colonists are their own servants; and habits of cleanliness and order are not the least of the benefits that they get from their excursion.

M. Brouet, who has been collecting notes on the colonies for the *Revue pédagogique*, tells us that the total expenditure for them in 1901 was 326,000f. The number of colonists having been 5,104 (4,896 pupils and 208 teachers), the average cost a head was 63f., or 3f. a day. In the Vosges, 400 kilometres from Paris, a child could be maintained for 2f. 15c. a day. Rent, of course, there was none to pay. Happily we might borrow from the French a hint as to the use of elementary schools in seaside towns during the summer vacation. As to the source from which the considerable sum spent was drawn, the municipality contributed 200,000f., the financial committees of the schools 94,000f., and payments by the richer parents made up the balance.

The curative agencies employed were good food, constant occupation, and exercise in the fresh air. Under this régime boys showed an average increase of from 1 to 2 centimetres in the waist, 2 to 4 centimetres in chest measurement, and 1 to 2 kilogrammes in weight. The figures for girls were approximately the same; but they gained more than the boys in waist and less in chest measurement. Apart from the lassitude arising from the first change of air, sickness was rare.

Whilst these efforts of benevolence have been aiding the poor, the great scheme of reform for secondary education has been assuming shape. Although discussion by the Chamber has still to take place, the essential features of the new system may be regarded as fixed in a series of propositions made by the Minister of Public Instruction and adopted by the Commission de l'Enseignement. Many of the changes are administrative, calculated to promote the welfare of our French colleagues, but unprofitable for us to expound. We note, however, with satisfaction, among the proposals relating to the government of *lycées*, that school fees are to be revised and lowered; that the total number of hours given to class work and study is to be reduced to nine for pupils under sixteen years of age, to seven for those under twelve, and that a lesson is henceforth to last an hour—the wearisome two-hour period being abolished. But it is by the treatment of the plan of studies that the significance of the reform is made clear. First, the need of change is justified. Whilst the French genius is indebted to classical antiquity for so much, it would be foolish to snap abruptly the cord of communication. But since the sixteenth century, when classical studies ruled without a rival, the conditions of life have altered. The object of education is no longer to train an intellectual aristocracy, but to equip an army of labourers for the general service of the State. The privileges of classical learning must be done away with; there must be no more antithesis, no more dualism between classical and modern; secondary education, becoming more supple and diversified, must address itself to the requirements of almost all vocations; it must be divided into cycles, which mark natural halting-places, and allow pupils at fifteen years of age to change the direction of their studies or to quit the *lycée* without having wasted the time spent there. There must be a seven years' course of study, ending in a *baccalauréat* which gives access to all faculties and to all public examinations without giving a preference to any one language over another. On the other hand, a new and shorter course of instruction, not uniform for all France, but adapted to local wants, and freed from the yoke of the *baccalauréat*, must be framed for the service of commerce, industry, and agriculture.

In recognition of these necessities, the following *plans d'études* have been outlined:—Secondary education is co-ordinated with primary in such a way as to form a sequel to a course of primary instruction having a normal duration of four years. It consists itself of a course of studies lasting for seven years, and comprising two cycles—one taking up four and the other three years.

a. In the first cycle pupils have a choice between two sections. In one are taught (to leave aside subjects common to both) Latin, as obligatory, from the first year (sixth class); and Greek, as optional, from the third year (fourth class). The other has neither Latin nor Greek, but lays its stress on French, science, drawing, &c. In both sections the scheme of instruction is so organized that the pupil shall find himself, on leaving the first cycle, in possession of a body of knowledge forming a complete whole, and not of disconnected fragments.

b. In the second cycle four groups of principal courses are at the option of pupils, viz.:—(1) Latin, with Greek; (2) Latin, with a more widely developed study of languages; (3) Latin, with a more thorough study of science; (4) Languages and science, without any Latin course. This latter section, intended normally for pupils who did not take Latin in the first cycle, is open also to those who decide not to continue it in the second.

c. For pupils not proceeding to the *baccalauréat* there shall be established in a certain number of public schools, to come after the end of the first cycle, a course of studies in which various sciences are pursued with a special view to their application. This course will last for two years. It will be accommodated to the wants of particular districts.

In regard to the teaching of modern languages, the principles laid down in the ministerial circular of last November are to be observed. The chief end to be kept in sight is the effective acquisition of the everyday language; in other words, the pupil must be trained to speak and write the foreign language, not merely to translate books written in it.

The circular of November was not reproduced in this column because it contained nothing that would not be familiar to readers of *The Journal of Education*. To continue, however, our exposition of the French scheme, the radical changes set forth above involve a modification of the tests for the *baccalauréat*. The regulation now runs thus:—There is only one *baccalauréat* of secondary education. The examination is divided into two parts, separated by an interval of at least one year. In the first part, candidates have a choice between four series of tests, corresponding to the four groups of subjects in the second cycle. All diplomas of *bachelier* confer the same rights. (The matter of the second part is not stated.)

Very striking is the possibility of a Latinless *baccalauréat*, opening the way to all the faculties, and so to all the professions. We end this note with the new rules as to inspection.

The number of general inspectors will be increased, so that inspection of every *lycée* once a year will be assured. This inspection will extend to administration, internal régime, discipline, and all that concerns the moral and material well-being of the establishment. In addition, *lycées* and *collèges* will be inspected frequently by district inspectors attached to the various *académies*.

SWITZERLAND.

The letter that we here translate, allowing it to speak for itself, relates to a small matter, but it was written by a teacher in the classic land of pedagogy, and on that account alone may be of interest: "When school was over, after the usual evening prayer the children left the room one by one, each giving the teacher a hand, looking into his eyes, and saying: 'Adiò, Herr Lehrer,' or 'Adiò, Herr A.' The farewell was in each case soon ended. Only the hand of one girl used at these times to linger awhile in mine. I knew not why, for I had always said farewell to her as to the others. One evening she said good-night quickly; then, turning round, added shyly: 'My name is Emilie.' I kept the name in my mind, and next day dismissed her first, saying quite distinctly: 'Adiò, Emilie.' The other children, too, I named by name as I bade them good-night. Every eye brightened. On the following days a changed spirit seemed to have come over the little ones. Emilie, in particular, was thenceforward more trustful and more affectionate. The matter dwelt in my mind; and, as I was not on very good terms with my continuation classes, I resolved to adopt with them, likewise, a more kindly tone. I no longer called up Meier or Müller, but made a point of saying Albert Meier, Rosa Müller, and so on. The little touch of personal intimacy went to these older pupils' hearts, as to the children's. It was as if a refreshing breeze were blowing through my class-room."

UNITED STATES.

Educational reformers of a certain type demand from our schools "an open door" as loudly as if they were politicians discussing the China seas. Each has his own nostrum to introduce, and a sure conviction of its virtues. To many of those who knock we can only open to say that the house is full. Time-tables are not elastic without limit; and many authorities on education hold that we teach too little because we attempt too much. The latest subject for which teachers are required to find a place is chess. "Why?" asks a writer in the *Forum*, "has chess-playing never been introduced as part of the school curriculum?"

What school exercises concentrate attention more completely or beget more intense thinking than a good game of chess? Teaching has been defined as causing to know; and, if the thinking which accompanies chess-playing gave the pupil as much valuable information, as much useful knowledge, as arithmetic and geography are believed to give, games of chess would long ago have found a place on the school programme. And yet many exercises which are defended on the ground that they cause the pupil to think, and that they furnish excellent discipline for the mental powers, do not leave a *residuum* of knowledge more extensive or more valuable than an average game of chess."

We are far from being rooted to old tradition, and think that the claims of new disciplines should be fairly considered. But of all disciplines the question is not which are good, but which are best. Useful as a recreation, chess has no right to displace any of the recognized instruments of training. In these matters caution is needful. It would be unwise to let young enthusiasts substitute musketry and backgammon for literature and mathematics.

The evils of a multiplicity of subjects are among the points dealt with in an article (which we omitted by accident to notice last month) by Mr. Jas. P. Munroe in the *Educational Review*. He has chosen to head it "Sparing the Rod"; but the scope is wider than his title would suggest, his subject being the merits and defects of the New Education. His notion of the defects is contained in the following extract: "Many a youth to-day, expensively educated in an extreme of newness, has no strength of memory, no vigour of mind, no power of concentration, no ability to do real work. He may have skimmed over many topics, but he knows no one subject; he may exhibit a pretty facility and grace of mind, but no depth or power of thought; he may possess a certain shielded innocence, but no deep-seated morality. Such a youth is a child at twenty, at an age when to be a child is to be the prey of every evil influence." There has been, he considers, too much "atmosphere" and too little training; the abolition of that rigid discipline of which the rod is the emblem has engendered a certain moral weakness in the school. But these shortcomings of education under modern conditions, serious though they may be, are only temporary, being incidental to a time of transition and readjustment. The future is full of hope, and even at present the gain outweighs the loss: "Teaching [he observes] will never return to the use of the rod; doubtless, it will never go back to the Latin grammar and to the sort of instruction which that grammar typifies; but in one form or another teachers will, as they grasp the problem, devise means to secure to the pupil that steady discipline and that wholesome drudgery essential to the development of sound mental and moral fibre. And meanwhile, through the ferment and often the wild licence of this New Education will have been secured to every child his birthright of individual development, of self-expression, of sympathetic understanding and helpfulness from others. These could not have been attained without a reaction, often an excessive reaction, against the old methods of compulsion symbolized by the rod; but the final result will, I feel certain, amply justify even that present extravagance of *laissez-faire* and of foolish mollycoddling which brings so much modern teaching into deserved contempt."

We are not quite so contemptuous of the Latin grammar as Mr. Munroe, perhaps because we have not the skill to dispense with the use of it. Let us turn, however, to another topic. Secondary teachers in England, asking that the new educational authority should secure them fixity of tenure in their office, are told that the idea is impracticable. That is the curse of prejudice on every reform. The teachers of Omaha have got that for which the teachers of England ask. Formerly, they were elected annually, and had to receive eight votes each year from the electing body in order to retain their positions. Under the rule of the Board of Education now in force, any teacher who has taught in the public schools with approved success for five years is placed on the list of permanent teachers; he then remains in the employ of the Board constantly, unless his dismissal is recommended by the superintendent of instruction, and approved by at least eight members of the Board. The scheme is found to work admirably. Of four hundred and twenty teachers, two hundred and forty, or practically all who have served the time required by the rule, are on the permanent list, and no instance of dismissal is yet recorded. The people of Omaha agree with all the enlightened nations of Continental Europe that the interests of the schoolmaster and the community are, in this point, identical.

We borrow from the *American Journal of Education* two items of news that will interest our readers. Prof. Earl Barnes, well known in England as a lecturer on pedagogy, has accepted the invitation of the New York School of Pedagogy to give a course of six weekly lectures to the students of the school. His subject will be "The Child," discussed under the respective heads of the physical, emotional, intellectual, moral, religious, and political. Dr. Nicholas Murray Butler has been elected to the presidency of Columbia College as successor to Dr. Seth Low. This is a high honour. No man in the professorial body was so well equipped for the position, and no one from outside could have assumed these duties with more probability of eminent success. His friends in the educational field may be allowed to congratulate him upon this deserved promotion. He will not be forty years old until April, which makes his selection all the more noticeable.

QUEENSLAND.

"Quis custodiet ipsos custodes?"—Who will see to it that our teachers themselves move on the level to which they should raise our children? In morals and religion a schoolmaster is kept up to standard by the clergy; his professional energy is maintained by periodic contact with examiners and inspectors; and the certificate of an academy guarantees that his scholarship is indelibly impressed. Unhappily, he is sometimes careless of stops, and, owing to "lines" in boyhood, writes an indifferent hand. The Queensland Education Department, as watch of the watchmen, deems that these faults should be corrected, and expresses its opinion in an admonitory circular:—

"CORRESPONDENCE FROM TEACHERS.

"The penmanship and punctuation of letters forwarded to this office are often defective. The Minister desires it to be intimated that teachers who have allowed themselves to fall into habits of carelessness must give more heed to punctuation and to the quality of their penmanship. Correspondents who fail in these respects may be called upon to write their letters a second time."

Had a committee of schoolmasters addressed such a document to a ministry, what a cry of pedantry would have been raised! Yet we have seen official communications, written apparently by a paralyzed clerk, without the insertion of even the greater stops. Nor yet did we complain of that. To our thinking, a letter (or a circular), being duly legible, is well written if it be marked by good sense and good feeling. But, then, that is the view of mere pedagogues.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

THE Draft Registration Order has been the one subject of discussion at the numerous Committee meetings during the month, and wherever assistant masters congregate. Our chief feeling is one of pleasure that the costly first step towards "obtaining for teachers in secondary schools the status and authority of a learned profession" (we quote from the original statement of the aims of the A.M.A.) has at last been taken. Next to that, perhaps, is the feeling of relief that the officials of the Board of Education have stopped their ears to the cry of those who desired a low standard of qualification. The standard actually adopted is all but identical with that suggested last year by the Association at a critical period in the history of the present regulations. Finally, there is the feeling of indignation that no representation on the first Registration Council has been granted to assistant teachers. The Board of Education apparently finds it difficult to get clear of the famous clause of the Charity Commissioners which classed us with "plant and other apparatus," whose "maintenance" is an unfortunate necessity, but whose "interests" must always be flouted lest haply they become "vested." The Executive Committee has already taken steps to bring the claims of assistant teachers in this matter before the President of the Board, and we are hoping that, although our Association cannot now have the privilege of electing a member of the Council, yet assistant teachers will not be wholly unrepresented upon it. The more closely the Order is studied the more apparent the need for such representation becomes; a considerable latitude is, quite rightly, allowed to the Registration Council under more than one clause of the Schedule accompanying the Order, and it is only right that those who will in any case form the great majority of the teachers registered under Column B of the Register should have some voice as to the exercising of these discretionary powers.

The prospects of a comprehensive Education Bill this Session recede further into the distance every day. Like other professional bodies, we are doing our best to urge upon M.P.'s the importance of holding the Government to its pledge of last Session. The Suffolk Branch, in particular, has been very active in interviewing local Members of Parliament. In the middle of the month, a deputation waited upon Sir William Anson and Mr. J. G. Talbot, the Members for Oxford University, to discuss the expected Bill, and also to lay the views of the Association on tenure before them.

The revised pension scheme of the Central Welsh Board has been considered by the Parliamentary Sub-Committee. There are some important changes from the first draft, published last May, due very largely, we believe, to the action taken by the Welsh Branches, with the support and advice of the Executive and Parliamentary Committees. It was at first proposed that the pension paid should be 50 per cent. of the average salary during the five years immediately preceding retirement. The revised scheme provides that the period of average shall be the five, ten, or fifteen years preceding retirement, whichever gives the highest result. Under the first draft, a teacher permanently incapacitated was not entitled to a pension unless he had been a contributor

to the pension fund for ten years. It is now provided that a pension can be obtained after one year's payment, such pension to be one-sixtieth of the average salary, calculated in the manner already explained, and subject to an increase of one-sixtieth for every additional year's contribution paid to the fund previous to the break-down. The compulsory retiring age is sixty-five, with the option on the part of the appointing authority of requiring retirement at sixty. A clause has been added in the revised scheme permitting a teacher who has contributed to the fund for fifteen years to retire at fifty-five on a pension actuarially equivalent to the benefits to which he is entitled under the scheme. The Central Welsh Board has approved of the proposals, which have next to be submitted to the County Governing Bodies. As these are to be asked to contribute £16 to the teachers £10, the contributions under no circumstances to be returned, the scheme cannot be considered out of the wood until they have adopted it.

The first honorary members have been elected under the new rules. They are Mr. A. Sidgwick, whose election was mentioned last month; Mr. J. Montgomery, the only begetter and first Secretary of the A.M.A.; Mr. W. H. D. Rouse, whose recent promotion is a very serious loss to the Association; and Mr. J. Crichton, the first Secretary of the Legal Sub-Committee.

We have had of late to record the departure of more than one enthusiastic worker. The next to leave us will be Mr. A. Gorham, the late Secretary of the Legal Sub-Committee. It is appropriate that he should be about to re-enter the legal profession. The Association will for long miss the skill and knowledge which he brought to the consideration of its legal business. One other departure, which took place at the beginning of term, ought not to go unchronicled here. Mr. R. G. Mackinlay, the Chairman of the Lancashire and Cheshire Branch, has become a Head Master. Not the least of the many services he rendered to the Association was the writing of this monthly column of A.M.A. notes.

The last day for receiving applications for the new Secretaryship was Saturday, February 22. The Selection Committee, which consists mainly of the officers of the Association, will present three names to the Executive Committee on March 1. We hope it will then be possible to make the appointment.

BRITISH CHILD STUDY ASSOCIATION.

LONDON BRANCH.—On Friday, February 14, at the Sesame Club, Dr. Shuttleworth discussed the question of "What can be done for the morally defective child?" The lecturer said that the child is an egoist—the desire for self-gratification is predominant. In the normal child this "I" will, by-and-by, be replaced by a larger "I," and later still by a "not I." There is a change, not without struggle, from mere egoism to an increasing measure of altruism. Under suitable culture, the average child develops an ethical sense, but the morally defective always remains an intolerable egoist. Occasionally we see children precocious in all but moral feeling, though generally there is mental, as well as moral, defect. In most cases there is an evil impulse with absence of self-control. There is very great risk of such passing into the ranks of instinctive criminals. Persons thus afflicted may be classed in three groups—(1) those who have been morally defective from birth; (2) those who have become so at some physical crisis, as puberty; (3) those who become so after some serious illness, or sudden shock. It is charlatanism to say that all cases can be beneficially treated. Dr. Shuttleworth said he had no personal experience of hypnotic suggestion having been successful as a remedy. Neither will bullying cure moral imbecility. One must get at the soft side, if there is one. If these children are grouped together, it must be in small numbers. Individual personal influence must be an important factor. The right method is to preach not "Don't," but "Do," leaving no time for criminal instincts to assert themselves.

A lecture on "Neurotic Children" was given at the Cheltenham Branch of the Association, on February 11, by Dr. R. Langdon-Down. The subject is one of considerable importance to all who are concerned with education. Neurotic subjects often present themselves in the class-room, and a school may be a very dangerous place for them. The mental stimulus of the curriculum may do them harm in one way, bad or unsuitable companions may do them harm in another. Most neurotic children are very easily fatigued, and many of them have a very unfortunate habit of automatic, rather than selective, imitation. The influences of the home, however, are often more harmful in such cases than the influences of the school, and Dr. Langdon-Down suggested that any course of remedial treatment should be under the direction of some person other than the parent, and should be carried out amid surroundings which are strange to the child.

ERRATUM.—In our report of the President's address to the Annual Meeting of the Assistant Mistresses' Association there is an unfortunate misprint. "Our national education needs to be more intellectually stimulating and more technical and commercial." For "and" read "not."

Mr. Edward Arnold's Educational List.

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A REGISTER OF TEACHERS.

THE "Draft Order in Council for providing the manner in which a Register of Teachers shall be formed and kept, presented pursuant to Sections 4 and 5 of the Board of Education Act, 1899," was ordered by the House of Commons to be printed January 21, 1902, and, being unopposed in the House, will on the day after this article is published have come into operation. It marks a turning-point in English education, and demands a closer and more careful study than we were able to give it after a hurried perusal at the end of last month.

We will spare our readers any retrospect. The history of the movement has been often recorded both in these pages and elsewhere, and is given at full length in Mr. Murray's recently published "National Education." Nor is it worth while to traverse the assumptions of the *Schoolmaster* and to weigh the respective claims of the National Union of Teachers, the College of Preceptors, and the Teachers' Guild to the credit of bringing about a consummation in which all three bodies, with certain reservations, alike rejoice.

It is, however, well to point out that the provisions for a Register as here ordered are in one respect a compromise between the rival camps into which the profession was divided, and, in another respect, a signal triumph for the reformers, who, in opposition to the Dean of Wells and Dr. James (*quos honoris causa nominamus*), maintained that training should eventually be made an indispensable qualification for a recognized teacher.

As to the first point, the College of Preceptors urged that elementary teachers had already in the certificate of the Board of Education all the public recognition they needed, and that their admission to a Register of secondary teachers would cheapen the Register in public estimation by confounding University graduates with men and women educated on a lower level, without any corresponding gain to themselves. On the other side, the N.U.T. protested against the snobbishness of a Register for the classes, and let it be known that any Bill drawn on these lines would be blocked by their members; while the Teachers' Guild backed them up in their contention that training was at least as important as general studies in the making of a teacher. The Consultative Committee are to be congratulated on their ingenious device—an alphabetical list with parallel A and B columns, as explained in our last number—which apparently satisfies both parties. It is not clear on

the face of it why the A teachers, whose salaries are at least equal to those of the rank and file in the B list, should not contribute their *quota* to the expenses; or why, to raise the same question in another form, these teachers should be entered *en bloc*, whether they wish to be registered or not. This, however, is the only serious objection to the arrangement that we have heard urged.

And, before proceeding to the more important aspects of the Register, we would call attention to another doubtful point under the head of finance on which the Order in Council throws no light. The expenses of the Registration Council are to be paid out of the registration fund—that is, the fees of teachers appearing in Column B and in the Supplemental Register. Now, it is impossible to form even the roughest estimate of the numbers of secondary teachers likely to register in the first year. There may be ten thousand, or even more; there may be five hundred, or even less; in a guessing competition we should be inclined to stand on the lower number—at any rate, for the first year. When we consider the vast amount of preliminary work to be done, in addition to the regular office expenses, the Registrar's salary (which cannot be put at less than £1,000 a year), and the directors' fees, the balance is likely to be on the wrong side. Who is responsible for the deficit? Undoubtedly, if we interpret the Order as a legal document, the Registration Authority—which is absurd.

On the constitution of this Authority there is little to add to what we said last month. The *Schoolmaster's* sense of justice is outraged by the allotment of one member to the N.U.T. with its roll of forty-five thousand, and of five members to the other five teaching associations, whose combined numbers amount to not more than six or seven thousand. But, when we look to the functions of the Council, the demand for proportionate representation is ridiculous. The main work of the Council will be to determine what secondary teachers are to be admitted to the Register. In the case of primary teachers no such question can arise. We see no reason why primary teachers should not have a voice in the matter; but to give them a predominant vote is a proposal worthy of Aristophanes' Sausage-seller.

After all, the constitution of the Council is only a temporary arrangement, and we must wait till the names of the six Crown nominees are known before passing judgment. If the Duke appoints three from the Consultative Committee and one representative of assistant masters and mistresses, we shall be well satisfied.

To pass from the machinery for registering to the Register, we find, in the conditions laid down for admission, an endorsement of the triple test on which the Teachers' Guild from the beginning, and the Bryce Commission in its Report, insisted—a liberal education, training under proper supervision, and experience. Various definitions of the teacher have been accepted in the past—the Church and State definition, a man licensed by the Ordinary; the Renaissance definition, a man with an M.A. degree; the Head Masters' definition, a man who has succeeded to the office by apostolical succession and the laying on of hands; the private-school masters' definition, the man who teaches in a free country because he chooses to, just as his neighbour makes boots or breeches. For the first time in England all these survivals of clericalism, mediævalism, and individualism are swept aside, and the State has made bold to affirm what has hitherto been reckoned a paradox, but will henceforth seem a platitude—that a teacher is a man who can teach. Few will now be found to dispute the theory; but, as to its application and the particular credentials demanded, there will be, even among experts, wide differences of opinion.

It will be more convenient to consider first the mature scheme after the three years of grace have passed. Under the first head the candidate must hold one of the following:—(a) University degree or its equivalent; (b) Fellowship of College of Preceptors; (c) Associateship of Royal College of Science or Central Technical College; (d) Higher Local Certificate with special honours.

Under the second head an alternative is given: *either* a year's residence at a recognized institution for training secondary teachers, *plus* a University Certificate in Theory and Practice of Teaching; or a year's training as student-teacher under supervision at a recognized school, with a *testamur* of fitness to teach, *plus* a University Certificate in Theory.

The third head, probationary experience, is defined as one

year as teacher at a recognized school, with evidence of fitness for the teaching profession.

For the coming three years, up to April 1, 1905, the conditions are greatly relaxed, and, though we have not the "gaol delivery" according to the precedent of the Medical Register Act, yet few *bona fide* teachers of three years' standing will find themselves excluded. Under "general education" the London Intermediate, Pass Moderations at Oxford, the General Examination at Cambridge, and the Licentiate'ship (not the Associateship) of the College of Preceptors will all admit. The second and third heads are fused, and the candidate must either have been a teacher in a recognized school for the three years previous to his application, or he must produce evidence of experience in teaching, "other than the teaching of an elementary school, or teaching of a purely elementary character," extending over a period of not less than three years.

The notes and queries that these two sets of regulations, even as they are here given in outline, suggest are so manifold that we are in danger of not seeing the wood for the trees. We will for the present touch only on the points which, in our judgment, most need to be elucidated or emphasized.

The first inquiry of the registrand will assuredly be: What is a recognized school? The authorized definition is modelled on the time-honoured definition of an archdeacon. A recognized school is one "recognized for the time being by the Board of Education for the purpose of the regulations in which the expression is used." Will the Board begin by issuing a provisional list of recognized schools, and, if so, on what principle will the list be framed? Will it include private schools? In the future, we may take it, recognized schools will be synonymous with schools inspected directly or indirectly by the Board; but the schools which at the present moment would satisfy this test certainly do not run to three figures. Again, what are meant by an "elementary school" and "elementary teaching" in the clause quoted above? Public elementary schools can hardly be intended, or the legal phrase would have been employed. On the other hand, it would be monstrous to disqualify a Wrangler or a First Class Classic because he has devoted himself to teaching arithmetic or *Fabule Faciles*. We remember the observation of the Cambridge professor who took himself the lowest bench and set his junior assistant to teach the highest class in physiology: "Any fool can teach the advanced students; to tackle the beginners you must know a lot!"

Once more, it is not clear whether teaching in the same classes includes private teaching. Will Mr. Scoones and his staff be registrable? These are mainly questions of interpretation, but the smooth and harmonious working of the Register depends in no small degree on the intentions of the authors; and we hope before the Order leaves the House an official answer will have been extracted.

Dismissing for the present these doubtful points, let us see what the profession will have gained by this Register which a persistent struggle of over five-and-twenty years has at last attained. Will the enemies of the Register be able to boast like the Psalmist: "He gave them their request, but sent leanness into their soul"? Will the Register consist of sixty-five thousand certificated teachers and a few score of secondary teachers, the doctrinaires and men who are on the border line of respectability, the sort of gentlemen who write F.S.L.A. and other mystic letters after their names? For our part we see no good grounds for anticipating such a *fiasco*. It is true that at present registration, like the quality of mercy, is not strained. No penalties whatsoever attach to the non-registered, and no inducements are held out to registered teachers. But there can be little doubt that in the near future the Board will refuse to recognize any school wherein the head and a substantial portion of the staff are not registered. This is how the screw can and will be applied, automatically, as it were, and without friction. The older generation of head masters, individualists like Dr. Warre and Mr. Walker and Dr. James, may or may not choose to register themselves. Even if they all abstain, and if assistant public-school masters follow their leader, their absence will not greatly matter. The younger generation, even those who disbelieve in training, will be clear-sighted enough to see that by neglecting to register they are possibly cutting themselves off from future preferment, and we prophesy that there will be an immediate rush to obtain the necessary teaching diploma.

But the effect of the Register will be more far-reaching than

this. It is hardly going too far to say that the recognition by the State of training as an essential qualification for a teacher converts by a stroke of the pen a Falstaff's regiment into a disciplined army, a distinct learned profession. In time the public, when choosing a school for their children, will not be satisfied if the head master is in Holy Orders or has distinguished himself at college, but will ask where he was trained and what experience he has had; and to appoint an unfledged Senior Classic to the head mastership of a great public school will appear as monstrous as it now would to give the command of an army division to the cadet who passed first out of Woolwich. There are anomalies and injustices in the Register which will have to be set straight. To give a single instance, one of the most deserving classes of teachers—kindergarten mistresses—will find themselves, with one exception, excluded. But these and similar defects may be easily remedied, and, on a day of victory, we are loth to utter one ill-omened word. Rather we would render thanks to the Consultative Committee for embodying in a well considered and statesmanlike scheme our highest aspirations.

REVIEWS AND MINOR NOTICES.

Poems from Victor Hugo. By Sir GEORGE YOUNG. (Price 6s. 6d. net. Macmillan.)

Victor Hugo has been worse treated by translators than any other poet of the first rank. There is a collection of translations by eminent hands that we reviewed some years ago; and, though our recollection of the particular performances is faint, we can still confidently assert that not one version out of ten rises above mediocrity. The reasons for this failure are various, and we can only glance at one of them. Victor Hugo is a master of poetical counterpoint. Songs of earliest faith and fancy, royalist and romantic; ballads full already of supple harmonies and potent masteries of music; the auroral resonance and radiance of the "Orientales"; the high and tender cadences of the "Feuilles d'Automne"; the floating and changing melodies of the "Chants du Crépuscule"; the fervent and intimate echoes of the "Voix Intérieur"; the ardent and subtle refraction of "Les Rayons et les Ombres"; the peeling thunders and blasting sunbeams of the "Châtiments"; the marvellous roll of the "Contemplations"; the terrible and splendid chronicle of human evil and good, the epic and lyric "Légende des Siècles"; the subtle and full-throated carols of vigorous and various fancy built up by vision or by memory, "Des Rues et des Bois"; and, last, the sorrowful and stormy notes of the giant organ whose keys are the months of "L'Année Terrible"—such (we are quoting from memory) is Mr. Swinburne's lyric list in 1872, and hardly half of Hugo's lyrics were then written. Where is the Aristæus to capture such a Proteus and make him tell his secret in another tongue?

Sir George Young's collection includes specimens of every kind—the purely personal lyric, idyllic, narrative, satiric, semi-dramatic, and epic. He brings to his task the first requisites of a translator—comprehension and appreciation of the original, and patient labour. As to the last quality, he tells us that many versions, or parts of versions, have been rejected for critical reasons; and even a cursory glance shows that those admitted have all been carefully elaborated. There are harshnesses, imperfect rhythms, and sometimes, to our ear, an entire failure to catch the tune; but, on the other hand, there are no loose paraphrases, no otiose epithets or stopgaps. Sir George is most successful with the narrative poems, and the free Morrisian couplets he has adopted reproduce the general effect of Hugo's alexandrines.

If space permitted, we would gladly quote a page of "Eriadvadnus," "The Lay of the Lion," or "On the March." Any shorter extract would be the proverbial brick sample of a house. With the lyrics hits and misses alternate, and, for a translator of Hugo, this is no slight achievement. Here we may illustrate from a single poem, "Matelots":—

Throb, O ye nests, feeling the small wings grow !
Thrill, O ye furrows, to the sprouting grain !
Wide on the airs around you, torches, throw
Your sparkles eddying like a soul in pain.

An excellent stanza. Then follows :

And thing and person—being—concourse—mark
Achieve its end—aim—object—law—intent ;
Bringing its fragment to the system dark,
Fashioned by God with man for implement.

This is "metaphysical" poetry with a vengeance, and the first two lines pepper you like a pom-pom :

Each atom, one or many, body, soul,
Pursues by instinct, law, its end and aim,
Adding a fragment to the mystic whole—
The universe that man and nature frame.

This, too, we confess, is *pressa oratio*, but it is intelligible and nearer the original. We must resist the temptation to go one better than the banker, and will only offer one more alternative version. Here is the last stanza of that wonderful nocturne "Le Semeur":

Pendant que, déployant ses voiles,
L'ombre où se mêle une rumeur,
Semble élargie jusqu'aux étoiles
Le geste auguste du Semeur

Sir G. Young renders :

How the shadows, gently rustling as they draw the curtain lower,
Seem to widen round the stars the kingly gesture of the Sower !

We are conceited enough to prefer :

Night drops her veil ; and in the twilight haze
Larger than human, mid the hum of even,
The Sower's form majestic, as I gaze,
Looms vast and vaster, till it towers to heaven.

But, after all has been said by way of criticism that can be said—and we might add that we look in vain for some of our favourite pieces, and that some versions which have appeared in these columns (notably Mr. F. W. Bourdillon's of "Les Djins," and Mr. James Robertson's of "Charity") might well have found a mention in the preface among the poems "done once for all"—the fact remains that Sir G. Young's anthology, by its scope and scholarship, is a worthy tribute from England to mark the centenary of Victor Hugo.

England under Protector Somerset: an Essay. By A. F. POLLARD, Assistant Editor of the "Dictionary of National Biography." (Kegan Paul.)

This is an interesting and scholarly book based on a full examination of the authorities for the period. Mr. Pollard insists strongly on the dislike with which Somerset regarded any attempt at persecution or coercion, and on his desire to steer a middle course in religious matters. His contention is generally true, and he has brought out the toleration of the Protector in a striking manner. He does not, however, seem to offer a successful defence for the illegal treatment of Gardiner; though he pleads that the Protector was only partially responsible for the Bishop's imprisonment, and was anxious to secure his liberation. Personally, Somerset was a Calvinist in doctrine and an Erastian in ecclesiastical policy; though he entrusted the clergy with more administrative power than the extreme party among the Reformers would have left to them. In some other things, too, he did not give way to the demands of the Reformers. He evidently disliked the marriage of priests; he insisted on the inviolability of marriage as propounded by the canon law; and he would not listen to a proposal for confiscating prebends for the defence of the kingdom. The abolition of chantries was, it is pointed out, in accordance with the opinion of the time, and was approved by Gardiner. It had been decreed by a statute of Henry, and Somerset simply determined that the money so gained should be spent in the promotion of education. Mr. Pollard shows that the assertion that no schools were founded under Edward VI. is based on insufficient evidence, and brings forward some instances of such foundations.

Under Somerset's rule a decided advance was made towards constitutional government: the law of treason was relaxed, the statute giving proclamations the force of law was repealed, and the authority of Parliament was more fully recognized than at any time since the early days of the Lancastrian kings. The foreign policy of the Protector, which was directed towards breaking the alliance between the French and Scots, and forming a union with Scotland, was for the time ineffectual, and was abandoned by his successor. Yet, as Mr. Pollard fairly argues, it was a wise policy, for a marriage between the

young King and Mary of Scotland would have been for the interest of England; and it did eventually bear good fruit, for the English occupation promoted the rise of Protestantism in Scotland. The Protestant party became the national party; its alliance with Elizabeth enabled it to expel the French, and as Protestantism became the dominant religion in Scotland the union of the two crowns was rendered possible. That Somerset had his faults Mr. Pollard, of course, allows; he was immoderately rapacious and too fond of power for its own sake; as a statesman he was inclined to be visionary, a man of ideas, and was ardent rather than patient and practical. Yet his achievements were great, and we are bidden to remember him with gratitude as a zealous friend of civil and religious liberty. His reputation has, as we are told here, undoubtedly suffered from a superficial appearance of continuity between his administration and the evil days of misgovernment which followed it. That he was an advocate of toleration, that he showed some respect for constitutional methods of government, and that he deeply sympathized with the poor and the oppressed are, we think, fully proved. Whether, as a matter of fact, his dealings with the Catholics were just, and whether he really ruled in a much more constitutional manner than his old master, may perhaps be questioned. Be this as it may, Mr. Pollard's work is excellent; he does not ask his readers to accept his statements without proof, and he gives a very clear and, we think, generally correct picture of the Protector and his rule. His book is one of no small importance; it deserves to be studied with attention, and it will certainly be read with pleasure.

The Æneid of Virgil, Book I. Edited by H. B. COTTERILL. With Illustrations. (Price 2s. Blackie.)

"This edition is meant especially, though not exclusively, for beginners."—The saving clause hardly justifies a volume of 159 pages, of which a hundred are notes in small print. Mr. Cotterill is a polymath, and he has brought his knowledge of German and Italian, of art and archaeology, of South Africa of to-day and North Africa under the Phœnicians, to bear with good effect on the illustration of his author. We have an epilogue to Laocœon, an appendix on astronomy, and a monograph on ancient Carthage, all most instructive for pupils who can profit by them, but what have such pupils to do with a vocabulary? "Que diable fait-il dans cette galère?" Vocabulary is a craze of the day, and we noticed lately on the cover of a school edition, "without a vocabulary," as though an apology were needed for such an omission. Riper scholars will find their account in the book, which recalls now and again "A Ten Years' Voyage in the Æneid." How refreshing a note like that on *primo prodita sonno*!—"I myself once accompanied native warriors in stealing safely through a camp of besiegers whom we saw, just as Homer describes the Thracians, asleep on the ground round their camp-fires. We were not allowed to start until after midnight." Again, on *crispere*: "Africans have a word to express this testing of a spear by a movement of the wrist and fingers, but I know of none in English." One or two minor cavils. Mr. Cotterill does not say what text he has followed, and less correct forms, such as *conjur voluunt*, are admitted. "To give loosened rein" for *dare laxas habenas* is misleading. *Dare*, with infinitive, is a prose construction found in Cicero. *Avertit*, in line 104, needs a note. There is not a possibility that *ante malorum* can mean "former evils." The note on *aversa*, line 482, is a mare's nest—the statue does not turn its head, but appears with averted looks. The illustrations are well chosen and well reproduced, and the book is cheap.

A Concise Dictionary of the French and English Languages. By F. E. A. GASC. (Price 3s. 6d. Bell & Sons.)

This is an abbreviation of Mr. Gasc's larger Dictionary, 1897 edition, and the work of curtailment has been skilfully performed. It furnishes all that the schoolboy wants, and deserves the same popularity that the larger work has obtained. We wish the author had resisted the temptation of having a fling at his rivals in the field. He provokes us to see whether we cannot detect some joints in his harness. These are rather sins of omission than of commission; but, while he justly mocks at "I am stuffed" as the English for "Je suis en chifrené," his own equivalent, "My nose is stuffed up," is not the language of polite society. The vocabulary of bicycling is not brought up to date. We miss these common words:—*La pneumatique*, le pneu, tire; le garde-chaîne (Carter), gear case; le garage, accommodation for bicycles; became for bicyclette. This is, indeed, meticulous criticism, and only intended to show that we are none of us infallible, not even the youngest. It is a thoroughly sound and scholarly dictionary.

"Heath's Modern Language Series."—*Exercises in French Syntax and Composition.* By JEANNE M. BOUVET. (Price 2s.)

The book begins with short, simple sentences on the use of the partitive article, disjunctive pronouns, and so forth, and ends with some-

what advanced composition, passages of literary composition, translations from the French for re-translation. We like best the second part, which forms the half-way house, consisting of easy stories. Mlle. Bouvet tells us she has proved the efficacy of her method by practical experiment. We should have thought the pace too severe. The notes at the bottom of the page tell too much. Thus: "You ask, who did¹ that? It² was³ I." ¹Past indefinite, ²cc, ³present tense." What is there here left for the pupil to do? The syntax rules are commendably brief, but they sometimes need qualification. Thus: "the disjunctive forms of the personal pronouns are used after the verb *être*." How about *est-il*, *peut-être*, *a-t-il*, &c.?

(1) *French Modal Auxiliaries.* By ALFRED HENNEQUIN. (Price 2s. 6d.) (2) *The French Subjunctive.* By C. C. CLARKE, Junior (Price 2s.) (Heath.)

These are two useful little monographs on difficult parts of French syntax. We doubt while the income-tax stands at 1s. 2d., with a prospect of a rise, whether many English teachers will order them for their classes, but they will find their account in purchasing them for themselves and putting their pupils through the examples either orally or on paper. It is pedantic, perhaps, to object that the word "modal" is nowhere defined except *per enumerationem simplicem*, and that all uses of *savoir*, *vouloir*, whether modal or not, are included. Mr. Clarke starts with no theory of the subjunctive. He rightly observes that the name affords us no clue to many of its uses. When he proceeds to say that a reference to Latin merely confuses the student, we venture to differ. So long as, according to our preposterous practice, Latin is studied before French, we maintain that a knowledge of the Latin syntax of the subjunctive will solve most of the difficulties in French. True, in the conditional sentence and in oblique question the languages have widely diverged, but in most other cases they march *pari passu*.

The Elements of Inorganic Chemistry. By W. A. SHENSTONE. (Price 4s. 6d. Arnold.)

This text-book is intended for the use of boys from the time they commence the study of chemistry until their school career is completed. It is so arranged that all important points, as far as possible, are subjected to the test of actual experiment by the boys themselves, and for this purpose exact directions are freely given. For facility of reference the subject-matter is divided into short numbered sections, and a teacher can easily select and specify those portions which he wishes his class to read. Paragraphs which the juniors may omit are indicated by marginal lines. We note a few slips which should be corrected in a new edition. Aluminium does not dissolve in dilute sulphuric acid, as stated; tin is not brittle at ordinary temperatures; and the melting-point of antimony is about 630° C., and not 425° C. The hand of the experienced teacher is discernible throughout, and the book can be thoroughly recommended as excellent in every way for school use.

Inorganic Chemistry. By R. MELDOLA. Revised by J. CASTELL EVANS. Fifth Edition. (Price 2s.)

Originally written some twenty years ago, this volume has now been revised and brought up to date. It gives a comprehensive elementary survey of the subject on the usual lines. Certain points, however, still need revision, and the diagrams are not such as we are accustomed to find in modern text-books. It may be noted that cuprous, and not cupric, sulphide is the product when copper and sulphur are heated together (page 18). Again, the formula of nitric oxide is given on page 144 as N₂O₂, and that of phosphorous oxide as P₂O₃ (page 152), instead of NO and P₂O₅ respectively. The electrolytic process for the production of aluminium is not mentioned; the obsolete method of reduction of the chloride by sodium is given. Matters such as these should have been corrected in a book which is otherwise trustworthy.

Practical Chemistry. By W. FRENCH. (Price 1s. 6d. Methuen.)

The course of elementary chemical experiments described in this little volume covers the syllabus of the Oxford and Cambridge Junior Local Examination (Experimental Science Section), and also includes the suggestions of the Head Masters' Association and those of the Board of Education for evening continuation schools. Full instructions are given as regards the actual operations to be performed in successfully carrying out each experiment; but the worker is very properly left, as far as possible, to make his own observations and to draw his own inferences. Any boy who has intelligently worked through the hundred experiments should have gained an insight into chemical methods, and have become acquainted, at first hand, with the fundamental laws on which the science is based. The apparatus required is extremely simple throughout, but is none the less effective.

The Foundations of Botany. By J. Y. BERGEN. (Price 6s. 6d. Ginn & Co.)

This book is written to satisfy the needs of school classes in botany, and it is certainly a marked improvement upon the usual class of books employed for this purpose. Much less time is devoted to botany in English schools than appears to be usual in America, and, in any case, it seems to be well-nigh impossible for the most industrious student to thoroughly master the contents of the book in the year's course which it is supposed to represent. Fortunately, however, the book is so

arranged that portions may be omitted if necessary. It is satisfactory to notice that the author combats the absurd prejudice against the use of the microscope as an adjunct to botanical teaching in schools, a prejudice whose main foundation is based upon the question of expense and not upon teaching utility at all. The book is remarkably free from errors, and the author has made a praiseworthy attempt to bring the subject-matter thoroughly up to date, and to give references to more advanced works on subjects which are still under discussion. The diagrams are very good. Few of the physiological experiments given could be performed by an entire class, but in the form of demonstrations they should aid greatly the students' comprehension of the plant as a living mechanism. The experiment in oxygen-making in sunlight should be performed in water at constant temperature, since a rise of temperature will cause bubbles of impure oxygen to appear on dead filaments placed in cold, well-aerated water. The index is very incomplete in character, and the glossary of technical terms might have been extended with advantage.

Advanced Physiography. By J. THORNTON. Sixth Edition. (Price 4s. 6d. Longmans.)

Former editions of this text-book have gained for it wide popularity, and in this revised form it can be thoroughly recommended as a sound and accurate manual of the subject. The average student of physiography approaches the subject with a general scientific knowledge all too meagre for its proper comprehension; but the requirements of such readers are provided for in numerous explanatory paragraphs in small type. The book is freely and excellently illustrated.

"Rulers of India."—*Asoka, the Buddhist Emperor of India.* By VINCENT A. SMITH, M.R.A.S. (7½ × 5 in., pp. 204; price 3s. 6d. Clarendon Press.)

This is a supplementary volume of that admirable series, "Rulers of India," most of the volumes of which have been noticed in these columns. From the nature of the case, it is unlike its predecessors in this series in treatment. In their case the main things were personal character and personal achievement, and the interaction of personal character and environment. In the case of Asoka, as Mr. Vincent Smith confesses in his preface, all minute biographical details are lacking, and a distinct portrait of the man Asoka cannot be given. Nevertheless, enough is known to render the subject interesting; and this has been carefully collected and excellently set forth. There are, of course, Indian and Cingalese legends concerning the great Maurya; but these are, for the most part, absurd, and, at best, are quite unreliable. In the main, what we have to depend upon are the monuments and the inscriptions. Mr. Vincent Smith begins with the history—what there is of it—of Asoka, the chronology of his period—which is somewhat of a puzzle, satisfactorily solved—and the extent and administration of the Mauryan Empire. Then he gives us chapters on "The Monuments," "The Rock Inscriptions," and "The Cave and Pillar Inscriptions," from which most of our information is derived. And, lastly, he deals with the Cingalese and Indian legends of Asoka. An appendix supplies a list of the casts of Asoka inscriptions in the Indian Museum at Calcutta; and an index concludes the volume. The result is, on the whole, as we have said, decidedly interesting. The glimpses we get of the personality of the great emperor monk who ruled the valley of the Ganges in the third century B.C. indicate a character of singular nobleness, enlightened, tolerant, and intensely humane—a true lover of his people and an earnest seeker after righteousness. Again and again the edicts urge respect to parents, love to brothers, sisters, and relatives, honour to teachers, liberality to religious folk, respect for life, tolerance, self-control. The whole set of the Emperor's mind is towards helping his people to lead healthy, worthy, and happy lives in this world, and to prepare themselves for the world to come. All religions try to do this, and, therefore, all religions should be respected. "All sects," he says in the sixth of the seven Pillar Edicts, "have been revered by me with various forms of reverence. Nevertheless, personal adherence to a man's particular creed seems to me the chief thing." But we have not space to do justice to the sayings of this true disciple of his great master Buddha. Our readers should get the book, and study them for themselves.

A History of the United States. By ALLEN C. THOMAS, A.M. New Edition, rewritten and newly illustrated. (7¼ × 5½ in., pp. xvi., 503, lxxi.; price 5s. D. C. Heath & Co.)

We do not remember to have seen this book in its earlier form. In its present form it is certainly well and accurately, though very briefly, written. The narrative is clear and impartial, and is free from the exaggeration and lack of proportion which used commonly to characterize histories written on the other side of the Atlantic. Moreover, Mr. Thomas has the art of making his story interesting, while still remaining simple, direct, and faithful to fact. The only faults we have to find with the book are that it is over-illustrated and is printed on exceedingly heavy paper. The illustrative matter—including maps (very good of their kind), portraits, reduced facsimiles of old documents, &c.—occupies very nearly as much space as the letterpress. This we think a mistake. It makes too much of a good thing, and is likely, in the majority of cases, to dissipate rather than to concentrate

attention. It is only fair, however, to add that the illustrative matter does, as a matter of fact, illustrate the text, and is not merely decorative and imaginative, as is so often the case with our own illustrated histories. The numerous portraits are from authentic sources and are well reproduced, the pictures of places or buildings are apparently from photographs, and the documents are careful facsimiles. The appendices are numerous—rather too numerous—and occupy fifty-eight pages. They include, amongst other things, the Declaration of Independence, the Constitution, Lincoln's Second Inaugural, and a list of books for teachers and readers, besides various statistical statements not absolutely necessary. There is a good index at the end. Taken as a whole, the book is a good one, and we can recommend it to our readers. It is neatly and strongly bound.

First Makers of England. By LADY MAGNUS. (6¼ × 4½ in., illustrated, pp. x., 136; price 1s. 6d. John Murray.)

This is a book written for young children. The three "first makers" chosen are Julius Cæsar, King Arthur, and Alfred the Great. It is somewhat difficult to see in what sense the first two can be called "makers of England" at all; nor are we in any way the wiser after having read what is written about them. Here and there for a page or two Lady Magnus seems to forget the distinction between British and English, and to imagine that there were English in Britain in the times of the Roman occupation. But she writes well and interestingly, and children will enjoy what she has to tell them. And, after all, the confusion between British and English is cleared up when we come to King Alfred.

A Selection from the Comedies of Marivaux. Edited by E. W. OLMSTED, Ph.D., Assistant Professor of Romance Languages in Cornell University. (Price 5s. Macmillan.)

These three plays from Marivaux are edited with care, and the notes are neither too full in themselves nor too much above the heads of the pupils. The introduction, if rather long, is full of information for the real student. Yet we cannot help doubting whether Marivaux is worth utilizing, even so, "for school and college use." It needs some breadth of culture and some experience of life to appreciate all that is best in his style; and neither our schoolboys nor our undergraduates know their Molière too well as yet. Whether from a slight affectation, or because such uses are already naturalized in America, the editor frequently uses English words in a very un-English sense. "So gracious a personality . . . and so superior a genius" (from the first three lines of the preface) would make better French than English; and the same may be said of his constant use of *mode* for *mood* as a grammatical term. However, if our boys are to read Marivaux at all, they might well fare worse than in this edition.

(1) *A Brief Sketch of French History, 1789-1815.* By L. GUILGAULT.
(2) *A Brief Sketch of French History, 1815-1873.* By H. HIRSCH.
(Price 1s. 6d. each. Blackie.)

These two little books belong to the same series; the preface to the second speaks of it as intended for young boys, while that of the first includes a reference to several public examinations, the Army included. Both books are too full for Army candidates, who can only "cram" the subject—a use which Prof. Guilgault very rightly repudiates for his manual. Both contain a very great deal of matter in a form interesting enough to adults, but we cannot help doubting their use to the schoolboy, who is seldom turned out with a fair knowledge even of the history of his own country. A French history not intended for "cram" use would probably be more useful if it were restricted to a few picturesque and instructive episodes connected by a short skeleton commentary.

Texts to illustrate a Course of Elementary Lectures on Greek Philosophy after Aristotle. Selected and arranged by J. ADAM, M.A., Hon. LL.D. of Aberdeen University, Fellow and Senior Tutor of Emmanuel College, Cambridge. (Price 3s. 6d. net. Macmillan.)

This little book of seventy pages is divided into six sections: (1) The Academy after Plato, (2) The Peripatetic School after Aristotle, (3) The Older Sceptics, (4) Epicurus, (5) The Stoics, (6) Greek Philosophy in Rome. The subsections are usually a general introduction, a sketch of the philosophy, and the chief philosophers of each school. The selection is good, the arrangement convenient, and it deserves a wide sale amongst University students. The book is nothing like so full as Ritter and Preller's well known compendium, and is insufficient by itself; but it was meant as a text-book for lectures, and, if used in conjunction with a history, will be found a valuable help to beginners. Advanced students will need something more.

A Short History of India. By ARTHUR D. INNES. (7¼ × 5 in., pp. xxxii., 373, with eight maps; price 7s. 6d. Methuen.)

Mr. Innes knows his subject well, and treats it accurately and in a very interesting manner. We can heartily recommend his "Short History" as one of the best of its kind—certainly we know of no better short account of the development of British supremacy out of the tenancy of a trading company in India. After devoting three chapters to the land and the people in the earliest times, the coming of the Mohammedans, and the rise of the Marathas, Mr. Innes takes up the

story at the arrival of European traders in the early sixteenth century, and carries it steadily forward to the transfer of the government of India to the Crown at the end of 1858. Everything of chief importance is succinctly and clearly told, and the interest is never allowed to flag. Here and there we miss episodes which, without being absolutely necessary to the narrative, are in themselves attractive. But the plan of the volume does not admit of their inclusion; and the fact that, in spite of their omission, Mr. Innes still contrives to make his story consistently interesting redounds greatly to his credit. He is strictly impartial and abstains from moralizing; while his remarks on events and men show that he has made himself well acquainted with, and has carefully thought over, Indian problems both past and present. His book is well equipped with appendices—containing a list of authorities, a glossary of terms and names, and indexes to the maps and to the general body of the text. Altogether it deserves to succeed, and will, we think, do much to make the study of Indian history sounder and more popular.

A History and Description of Roman Political Institutions. By FRANK FROST ABBOTT, Professor of Latin in the University of Chicago. (Price 7s. Ginn & Co.)

It is not long since Mr. Greenidge published his able monograph on "Roman Public Life," and we note with interest the advent of another work on the same subject. The present book is not written on quite the same plan. It gives more attention to the history, which takes up half of it; and that section is a history of Rome from the political standpoint, dealing with the political facts in their relation to the general history. It is, perhaps, to be regretted that this part was not curtailed; but, the plan granted, the execution is good; and the descriptive portions of the work are excellent. Although it is meant for beginners, it is neither shallow nor elementary, but, as far as it goes, thoroughly well done. Marginal references are given for authority, and each chapter has a bibliography. We have never seen the subject treated so clearly and so concisely. As examples, take the section on "Par Potestas and the Veto Power" (151), and those on the "Popular Assemblies" (295 *et seq.*). The subject is followed up as far as Diocletian, and an appendix gives specimens of edicts and senatorial documents. This will be an admirable companion to the Roman history for University students and the more intelligent schoolboys.

Junior French Examination Papers. By F. JACOB. (Price 1s. Methuen.)

The standard is that of the Oxford and Cambridge Junior Locals, and, judged by this standard, the papers are excellently adapted for their purpose. As indicating what French a pupil of twelve or thirteen should be expected to know, we should ruthlessly condemn at least a fourth of the questions, and *les tolérances* would cut out some more. What business has a boy of that age with she-mules or she-devils, painted glass windows, shoeing frames? A greater abomination are the lists—lists of adjectives with two forms, lists of the *-al* and *-ail* substantives, with plurals in *-als* and *-ails*, &c. On the other hand, the little sentences, French into English and English into French, at the end of each paper are well framed, and a real test of practical knowledge.

Little French Folk. By C. TALBOT ONIONS. (Price 2s. net. Simpkin, Marshall.)

Very easy stories and nursery rimes—French undefiled by one word of English, save on the title-page. All the objects mentioned are figured at the top of each page in illustrations by John Williamson. A great improvement on the Holzel "Wandtafeln," which, excellent as they are, the teacher who has used them for a whole year loathes the sight of.

Life and her Children, by Mrs. FISHER, better known as ARABELLA BUCKLEY (E. Stanford), has reached its eighteenth thousand. It is still the most stimulating of all introductions to zoology.

BOOKS OF THE MONTH.

Classics.

Classical Archaeology in Schools. By Percy Gardner. Clarendon Press, 1s. net.

The Comedies of Aristophanes: *Frogs*, *Ecclesiazusæ*. Edited, translated, and explained by B. B. Rogers. G. Bell, 15s.

Antigone of Sophocles. Edited by M. A. Bayfield. Macmillan, 2s. 6d.

Bell's "Illustrated Classics."—Ovid, *Tristia*, Book I. Edited by A. E. Roberts. 1s. 6d.

Ovid's *Metamorphoses*, Book VIII. Edited by W. C. Summers. Pitt Press, 1s. 6d.

Homer, *Iliad*, Books IX. and X. Edited by J. C. Lawson. Pitt Press, 2s. 6d.

Divinity.

Addresses on the Acts of the Apostles. By Archbishop Benson. Macmillan, 21s. net.

Primer of the Christian Religion. By G. Holley Gilbert. Macmillan, 4s. 6d. net.

Rivingtons' "Books of the Bible."—Exodus. Edited by Rev. H. F. Stewart. 1s. 6d.

Epistle to the Ephesians. Explained by G. H. Whitaker. Methuen, 1s. 6d. net.

English.

A Junior English Grammar. By William Williamson. Methuen, 2s.

Emerson's Essay on Beauty as a Class Study in English Composition.

Edited by Susan Cunningham. Norland Press, 1s. 6d.

Words and their Ways in English Speech. By J. B. Greenough and G. L. Kittredge. Macmillan, 5s. net.

English Tales in Verse. With an Introduction by C. H. Herford. Blackie, 3s. 6d.

Tragedy of Julius Cæsar. Edited by Michael Macmillan. Methuen, 3s. 6d.

Geography.

Asia. By Prof. Meiklejohn. Holden, 6d.

The World and its People: Europe. Nelson, 1s. 6d.

History.

A Short History of the British in India. By A. D. Innes. Methuen, 7s. 6d.

History of Russia, from Peter the Great to Alexander II. By W. P. Morfill. Methuen, 7s. 6d.

History of England, Part II., 1485–1689. By George Carter. Relfe.

Modern Europe. Vol. V., 1789–1815; Vol. VI., 1815–1900. By T. H. Dyer, revised and continued by A. Hassall. Bell, each 6s. net.

"Heroes of the Nations": Henry V. By C. L. Kingsford. Putnam, 5s.

Evolutionary History of England. By Oscar Browning and others. Pitman, 1s. 10d.

Historical Essays by Members of the Owens College. Edited by T. F. Tout and James Tait. Longmans, 12s. 6d. net.

Miscellaneous.

How to Enter the Civil Service. By Ernest A. Carr. Grant Richards, 2s. 6d.

The Domain of Art. By Sir Martin Conway. Murray, 7s. 6d. net.

Woodwork for Schools. By F. F. Lydon. Illustrated. Sampson Low.

Educated Working Women. By Clara Collet. King, 2s. net.

School Architecture. By E. M. Wheelwright. Batsford, 21s. net.

A. W. Kinglake: A Biographical and Literary Study. By Rev. W. Tuckwell. Bell, 4s. 6d. net.

Introduction to Study of Dependent Defective Delinquent Classes. By C. R. Henderson. First English Edition. Heath, 7s. 6d.

Modern Languages.

Troubadours of Dante. By H. J. Chaytor. Clarendon Press, 5s. 6d. net.

Sybel's Prinz Eugen von Savoyen. Edited by E. C. Quiggin. Pitt Press, 2s. 6d.

"Macmillan's Primary Series."—R. D'Alissas, *Les Histoires de Tante*. 1s. 6d.

Storm's In St. Jürgen. Edited by A. S. Wright. Heath, 1s. 6d.

Heyse, *Hochzeit auf Capri*. Edited by Dr. W. Bernhardt. Heath, 1s. 6d.

Heyse, *L'Arrabbiata*. Edited by Dr. W. Bernhardt. Heath, 1s. 3d.

Mairé's *Le Tâche du petit Pierre*. Edited by O. B. Super. Heath, 1s. 3d.

Science.

Student's Handbook of Stratigraphical Geology. By A. J. Jukes-Browne. 1,000 Illustrations. Stanford, 12s. net.

Diagrams of Botany. By Abraham Flatters. Flatters & Garnett, 1s. net.

The Scenery of England. By the Right Hon. Lord Avebury. Macmillan, 15s. net.

CALENDAR FOR MARCH.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

1.—St. Andrews. Return forms to Secretary L.I.A. Scheme.

1.—Return forms for Oxford and Cambridge Preliminary for Holy Orders.

1.—St. Andrews University. M.A. Exams. Papers to be returned.

1.—Scotch Education Department. Teacher's Certificate. Apply for permit.

4, 5, 6.—College of Preceptors. Professional Preliminary Exam.

5.—University College, London, at 8.30 p.m. "Poésie lyrique de la France du Moyen-Age (Auditions de Chansons du Moyen-Age par Miss May Hartog)." Public lecture in French, by Prof. Louis M. Brandin.

- 5.—Oxford Exam. for Women. Return forms for Responsions.
 - 6.—Oxford Exam. for Women. First Public Exam. (Hons. Classical) begins.
 - 7.—Botanical Theatre, University College, Gower Street, at 8 p.m. Lecture on "A Visit to Sicily," with lantern slides, by Miss H. Busk. (Teachers' Guild.)
 - 8.—Return forms for Glasgow University Preliminary Exams., Arts, Science, and Medicine, also Bursaries.
 - 8.—Science and Art Department. Candidates not in Science and Art Classes to apply to Local Secretary for admission to Evening Exams.
 - 10.—Oxford Exam. for Women. First Public Exam. Holy Scripture.
 - 10.—Local Committees to apply for Exam. papers to Science and Art Department, South Kensington, for Evening Exams.
 - 10.—Central Foundation School, Spital Square, at 7.30 p.m. Paper on "Practical Arithmetic," by Miss Storr. (Teachers' Guild.)
 - 10.—Oxford Exam. for Women. First Public Exam. Pass.
 - 12.—Return forms for City and Guilds of London Institute Technological Exams.
 - 12.—College of Preceptors. Meeting of Council and Evening Meeting.
 - 13.—London Chamber of Commerce. Return forms for Junior Certificate Exam.
 - 14.—British Child-Study Association, London Branch. Miss Alice Woods on "The Work being done in Co-educational Schools," in the Ruskin Room, Sesame Club.
 - 15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
 - 15.—Sesame Club, 29 Dover Street, Piccadilly, at 8 p.m. Lecture on "Ruskin," by J. Churton Collins. (Teachers' Guild.)
 - 15.—Return forms for Pharmaceutical Society Exam.
 - 17.—Lincoln College, Oxford. Scholarship Exam.
 - 17.—Clapham Common High School for Girls, South Side, at 8 p.m. Paper on "Modern Language Teaching," by Victor Spiers. (Teachers' Guild.)
 - 17.—Surveyors' Institution. Associate and Fellowship Exam.
 - 18.—Durham University. Preliminary Arts (M.B.) Exam. begins.
 - 18.—Oxford Exams. for Women. Responsions begin.
 - 19.—University College, London, at 8.30 p.m. "Les Chefs-d'œuvre de la Peinture française du XIX^e siècle (avec projections)." Public lecture in French, by Prof. Louis M. Brandin.
 - 22.—Post School News, items for this Calendar, &c., and Advertisements for the April issue of *The Journal of Education*.
 - 25.—Local Secretaries send returns and fees to City and Guilds of London Institute.
 - 25.—London Chamber of Commerce. Commercial Certificates. Senior Exams. Return forms.
 - 25.—Durham University. Certificate of Proficiency Exam. begins.
 - 25.—Cambridge Higher Locals. Forms of Entry ready.
 - 25.—April 19.—Prof. Ernest Gardner's Easter Tour in Greece.
 - 26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the April issue of *The Journal of Education*.
 - 26.—Oxford and Cambridge Preliminary Exam. for Holy Orders.
 - 29.—Glasgow University. Preliminary Exam. for degrees in Arts, Science, and Medicine, and Exam. for Bursaries begin.
 - 31.—Return forms for Irish Intermediate Exams. Board, Dublin (with late stamp, 10s.) ; and particulars required in the case of students for the Burke Memorial Prizes.
 - 31.—London University. Last day for entry for D.Sc. Exam.
 - 31.—National Agricultural Exams. Board. Return forms for May Exam. for National Diploma in the Science and Practice of Agriculture.
 - 31.—University College, London. Last day for notice to compete for Atkinson Morley Scholarship.
- July 2-August 28.—Vacation Course for Foreign Women Students. Apply to Mrs. Burch, 20 Museum Road, Oxford.

The April issue of *The Journal of Education* will be published on Wednesday, April 2, 1902.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

W. H. Willcox, M.D., D.P.H., has been appointed Deputy Lecturer in Hygiene on the resignation of W. C. C. Pakes, D.P.H., F.C.S., appointed Bacteriologist to the Transvaal Government. Miss C. Parker (*Lit. Hum. Oxon.*) has been appointed assistant to A. B. Cook, M.A., Lecturer in Greek. The following students have passed the Examina-

tion of the Sanitary Inspectors' Joint Examination Board, the only examination qualifying for appointments as sanitary inspectors in the metropolis :—F. N. F. Lovibond, D. Tyas.

The following occasional lectures are open to the public without fee :—Thursday, February 20, at 5 p.m., Holland Crompton, F.C.S., Lecturer in Chemistry, on "Stories of some Familiar Scientific Instruments." Thursday, March 20, at 3 p.m., Sir Richard Jebb, Litt.D., M.P., Visitor of the College, on "Samuel Johnson."

The Council have resolved that, in order to keep a permanent record of the legacy left to the College by Mrs. Morton Sumner, the Lecturer in Geology be hereafter called the Morton Sumner Lecturer in Geology.

OXFORD.

Some further progress has been made with regard to the discussion of the reforms to which in my last letter I made reference. The Vice Chancellor has addressed a circular to the Boards of Faculties, the Delegacies, the institutions and departments of the University, and to all professors and readers, inviting their assistance in placing before the University the present and prospective needs of all the institutions and of the several branches of study and teaching carried on within its precincts. The circular aptly quotes an important precedent for this action, which (as it was a quarter of a century ago) is largely unknown to the present members of the University. A series of inquiries into the needs of the Oxford of that day in respect of buildings, institutions, and provision of teachers was set on foot during the years 1873-7, and a full statement of such requirements was published while the last University Bill was before Parliament. The Commission of 1877 adopted many of these suggestions, and others were embodied in statutes which (owing to want of funds or other causes) have not yet been carried into effect. A similar statement, the circular points out, will now be useful in preparing the way for the further development of the University, and may serve to encourage and direct the contributions of those who desire to be benefactors to learning and science. The results of this inquiry will, no doubt, be of much interest, not only to the members of the University, but to many outside its borders who recognize its importance to national education.

It is known that proposals have been under discussion in certain quarters with regard to the University entrance examination (Responsions), which is at present confined to an elementary examination in Latin, Greek, and mathematics. It has long been felt that the standard in these subjects is very inadequate, and that, in particular, in the case of Greek (where only one prepared book and half a grammar paper constitutes the minimum exacted from the candidates) the test is very unsatisfactory, while the universal requirement of the subject imposes a vexatious and useless labour on those whose studies at the University lie in the direction of mathematical, scientific, or modern subjects. The question was raised twenty-three years ago by the proposal for a special preliminary to lead to a science degree, and the proposal was negatived. Since that time there has been a great development (in the schools from which the University draws its students) of modern sides, and especially the teaching of modern languages has assumed a new importance. The growth of new Universities, with entrance examinations at once more adequate in standard and more elastic in requirements, has further emphasized the need for change in the older Universities. The question is at present only beginning to be agitated; and it is not easy to say what line will be taken in the matter. Some opinions seem to favour the addition of modern languages to the necessary minimum exacted from all candidates; others advocate the system of alternatives, allowing an option in place of Greek. At any rate, it is not doubtful that, in one shape or another, the whole question of the entrance requirements must be raised, and the abortive efforts of 1879 are, under the greatly changed circumstances of to-day, of very little assistance towards a forecast of the results.

During the past month several distinguished Oxford men have been removed by death. The most remarkable was undoubtedly Lord Dufferin, who died on February 12, at the age of seventy-five, a man of brilliant endowments, to whose many varied and public services full justice has been done in the notices that have appeared in all the papers. Sir G. W. Cox was well known to scholars of an earlier date by his "Studies in Comparative Mythology," his "History of Greece," and the "Epochs of Ancient History," of which he was the editor. Sir Griffith Evans, K.C.I.E., who died at the comparatively early age of sixty-one, was an Indian lawyer of notable energy and gifts, and for some years a member of the Council of the Viceroy. Mr. E. E. Morris, formerly of Lincoln College, who died in England of pneumonia on January 1, had been since 1883 Professor of English at Melbourne University. Besides doing a considerable amount of literary work, of which the "Dictionary of Austral English" was perhaps the most memorable, he was a man of great energy and public spirit, and the founder and supporter of much valuable social work in Melbourne. A remarkable testimony to his personal character and influence was given in the chapel of Rugby School (where Morris was educated as a boy) by Dr. James, a college friend of his at Oxford.

The following appointments have been announced :—The Rector of Lincoln, Sir J. Burdon Sanderson, and Sir W. Anson, M.P., to represent the University at the jubilee of Owens College; Dr. Greenfell and Dr. Hunt to be members of the Academy of Königsberg; The President of Magdalen, Mr. G. E. Baker (Magdalen College), and Dr. C. L. Shadwell to be Curators of the Botanic Garden; Prof. Pelham (re-elected) to be Curator of the Bodleian; Prof. Goudy to be referee in regard to college contributions for University purposes, also to be Delegate of Non-Collegiate Students; Mr. F. E. Kitchener (Trinity College, Cambridge) to be representative governor of Church Eaton Grammar School; Mr. E. M. Walker to be Delegate of Lodging Houses; the Rev. H. N. Eales (Corpus Christi College) to be Rector of Stuchbury.

Degrees: M.A. (*honoris causa*) to A. F. R. Hoernle, Ph.D., C.I.E.; to Mr. A. Winkfield, F.R.C.S., Oxford Medical Officer of Health for thirty years. Doctor of Science to Mr. J. B. Farmer, Magdalen College (degree awarded for a long series of botanical papers).

CAMBRIDGE.

The discussion in the Senate House of the proposal to permit the pollman to substitute two "Special" Examinations for the "General" and one "Special" showed that there was at least a *prima facie* case for inquiry. A syndicate will accordingly be appointed, but how composed or to what final issue are questions for the future to answer. It is not the colleges who know most of the pollman that are keenest in urging the change.

An elaborate discussion took place on January 30 on the Report of the Appointments Syndicate. The Report proposed that the University and colleges should combine to form an Appointments Board, with an annual subsidy, to carry on the work successfully initiated by the Association. The Board would act as an Intelligence Office, collecting and distributing information regarding posts which might be suitably filled by Cambridge graduates, and bringing likely applicants and employers seeking men into communication. Dr. Hobson objected that the proposal introduced "State socialism" into University affairs. Prof. Lewis thought that the existing unofficial Scholastic Agency under his direction should not be interfered with so far as educational posts were concerned. The other speakers generally defended the scheme as one worthy of academic effort, and already justified by experience. Since the discussion the Financial Board have resolved that they raise no objection to the annual grant, and the Association have agreed to transfer their "goodwill" free of liability to the new body when appointed. Lastly, the Syndicate have expressed the opinion that no difficulty need arise in referring applicants for scholastic appointments to Prof. Lewis's Agency. It is, therefore, to be hoped that the Senate will approve the scheme, and give it at least five years in which to show its capacity and to prove its practical usefulness. Opposition is, however, threatened to the Grace on February 27.

Downing College is emerging from the financial depression which a few years ago threatened its existence. It is no secret that to the Master's generosity and devotion the brighter prospects that now prevail are due. He has added the Bursarship to his other duties, and at a recent meeting Mr. Henry Jackson was appointed Senior Tutor, and Mr. Widdicombe and Mr. Crafer College Lecturers. Thus a virtually new staff has been entrusted with the college destinies, and only undergraduates in sufficient numbers are still lacking.

The Readership in Rabbinic and Talmudic, hitherto adorned by Prof. Schechter, will be vacant by his resignation on April 18. As the discoverer of the rich collection of Genizah MSS. now in the University Library, and as an erudite and inspiring writer of Jewish literature and life, he has made himself a distinguished place in his own field of learning, and the University will be much the poorer for his departure to New York.

A crowded audience at the Union Society was addressed on February 15 by the Archbishop of Canterbury on the subject of temperance. The Archbishop spoke seated, but the vigour of his speech betrayed nothing of the octogenarian; and the enthusiastic vote of thanks at the close was as heartily given as it was finely earned.

The following appointments and elections are announced :—Dr. Hill, Dr. Cunningham, and Mr. Berry, to be representative members of Girton College; Mr. W. E. Johnson, King's, to be Sidgwick Lecturer in Moral Science; Mr. C. Bendall, Caius, to be Teacher of Sanskrit; Mr. A. P. Goudy to be Teacher of Russian; Halil Halid Efendi to be Teacher of Turkish; Dr. W. E. Dixon, Assistant to the Downing Professor of Medicine, to be M.A. *honoris causa*; Mr. R. C. Richards, Trinity, to be Craven Scholar; Mr. S. A. Sydney-Turner, Trinity, to be Waddington Scholar; Mr. J. T. Sheppard, King's, to be Porson Scholar; Mr. W. Rennie, Trinity, and Mr. J. E. C. Jukes, Pembroke, to be Chancellor's Classical Medallists; Mr. C. Elsee, St. John's, to be Hulsean Prizeman; Prof. J. Osborne Reynolds, F.R.S., Queens', to be Rede Lecturer; Dr. J. Reynolds Green, F.R.S., to be a Fellow of Downing College; Lord Spencer, K.G., to be an Elector to the Professorship of Agriculture; Prof. W. H. Bennett, St. John's, to be D.Litt.; Mr. F. J. Foakes-Jackson, Jesus, to be Hulsean Lecturer.

WALES.

H.R.H. the Prince of Wales has been unanimously elected Chancellor of the University of Wales, in succession to His Majesty the King, who has expressed his sincere pleasure in assuming the title of Protector of the University. The new Chancellor was nominated by all the members of the Court of the University with the exception of two, one of whom was in Japan, and the other in Egypt.

At a meeting of the University Court, held at Shrewsbury on February 15, the question came up for consideration of the place of the installation. The following towns made application :—Cardiff, Aberystwyth, Swansea, Bangor, and Carnarvon. The towns of Bangor and Carnarvon, together with the authorities of the University College of North Wales, made joint application; and in the event it was resolved unanimously that the installation should take place in Bangor and Carnarvon. It is probable that the meeting of the University Court for the purposes of the installation will be held in the ancient castle of Carnarvon, and that the luncheon will be given in Bangor.

The University College at Bangor is passing through an acute crisis in connexion with the question of the site for the permanent college buildings. A number of towns, among them being Wrexham and Rhyl, are making application for the site of the college in case the Corporation of Bangor is unable to provide a free site as required by the college authorities.

A good deal of discussion has taken place in the newspapers of the Principality concerning the question raised by the County Governing Body of Carmarthen with respect to the regulations issued by the Central Welsh Board for the awarding of scholarships and exhibitions by the County Governing Bodies.

SCOTLAND.

The unexpected death of Prof. Adamson, of Glasgow, at the early age of fifty, is an irreparable loss to philosophical scholarship in Scotland. He was the most learned of the Scots professors of philosophy, and, although he has left very valuable work in his book on Kant and his "Encyclopedia" articles, it was felt by all who knew him that his best production was yet to come. We may hope that what the future might have given is not altogether lost to us, and that some work worthy of his great reputation may yet appear, even though it be in a comparatively imperfect form. At Manchester, Aberdeen, and Glasgow he had a career of unbroken success, not only as a teacher and thinker, but as an educational organizer and administrator. The loss of the business power which he employed so well in the establishing of Victoria University, and in the extension and management of the University of Glasgow, will be no less keenly felt than the premature passing of so learned and acute a thinker. Yet something lasting, though incalculable, remains in the institutions he has served and the men he has trained.

The University news of last month is meagre. The erection of the new medical buildings at Dundee is about to begin, and two considerable legacies have been announced, one to Edinburgh and the other to Aberdeen. The late Miss Martha Brown has left £5,000 to Edinburgh for the foundation of bursaries in Arts, and the late Surgeon-General Harvey has left £5,000 to Aberdeen, "to be disposed of at the absolute discretion of the Senatus for the purposes of the University." It is seldom that a University receives so free a bequest as this. Too often there are attached to the legacy conditions which make it difficult to administer, and which even, in some cases, tend to defeat the testator's own purpose.

Prof. Emile Bontroux, of the Sorbonne, has been appointed Gifford Lecturer at Glasgow University. He is probably the most popular of the philosophical teachers in France, and he is an enthusiastic member of the Franco-Scottish Society.

The Scottish Education Department has issued two supplementary circulars regarding the new Leaving Certificate. In one of these it announces that it "has under consideration the possibility of according some special recognition to those pupils who, although they are destined for a distinctively commercial career, may yet choose to remain at school beyond the stage at which they would be entitled to claim the Intermediate Certificate." This seems a distinct gain; but it strengthens the argument, indicated here last month, for lowering the age at which the Intermediate Certificate may be taken from fifteen to fourteen. The other circular announces that the science examination for the Leaving Certificate will be chiefly oral and practical, and that in each school it will be based upon the curriculum of the school and upon the profession made of the work done, provided these are satisfactory and adequate in amounts.

IRELAND.

The Professorship of Natural Philosophy in Trinity College, Dublin, has been given to Mr. Frederick Purser, F.T.C.D. It was previously held by Dr. F. A. Tarleton, F.T.C.D., who resigned it recently on becoming Senior Fellow.

It was stated in the last number of *The Journal of Education* that the resolution to consider the desirability of opening Trinity College

(Continued on page 192.)

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to women was passed by the Board with a majority of three to one. This was incorrect. The majority was five to three. As far as is known, no further steps have been taken in the matter.

In January, the Deanery of St. Patrick's Cathedral, Dublin, became vacant by the death of Dr. Jellett, a brother of the late Provost. Dr. John Henry Bernard, F.T.C.D. and Archbishop King's Lecturer in Divinity, has been appointed to this important post. Dr. Bernard is now the youngest dean in the Irish Episcopal Church. After a college career of remarkable success, in which he won all possible prizes, his chief subjects being mathematics and metaphysics, he won his fellowship in 1884, when very young. He then took orders, and, becoming Archbishop King's Lecturer, devoted himself with great zeal to the study of theology and the work of the Trinity College, Dublin, Divinity School. He now resigns his fellowship, but will continue to hold his appointment in the Divinity School. He is a man of clear logical intellect and untiring industry, and he has won great respect and popularity by his high character and winning manners. He has translated Kant's "Kritik of Judgment" with a valuable introduction and notes; and has ably edited the works of Bishop Butler. His studies have, of late years, been devoted to theology, and for the sake of active work in the Church he has now given up his academic career.

The point raised by Mr. Drummond, K.C., that a Dublin University apart from Trinity College has never existed, and consequently that a Catholic or other college could not be affiliated with Trinity under Dublin University, has aroused much controversy among the various parties in the Catholic Church. The Catholic Archbishop of Dublin replied to Mr. Drummond's letters in the *Freeman's Journal* in his usual trenchant style, adducing evidence in support of the opposite side. Dr. Delany, the Jesuit head of University College, Stephen's Green, warmly supports Mr. Drummond's view; and at a meeting of the National Literary Society, in an able speech, denounced a Catholic college co-equal with Trinity under Dublin University as a solution of the Irish University question, contending that such a college would be dominated by Trinity, and deprived of its Catholic and national spirit. The Archbishop has replied by a severe article in a Catholic ecclesiastical review, in which he declares that this opinion is being upheld by those who desire to continue the existence of the Royal University, with an endowed teaching Catholic college under it (which would naturally be left under the Jesuit management which now controls University College, attached to Royal University). They maintain that a separate Catholic University is not at present obtainable, and they wish to prevent the other alternative—a college under Dublin University—being recommended.

This difference of opinion does not render easier the work of the Royal Commission. However, many of those interested in Trinity College are equally opposed to placing a Catholic college under Dublin University, and have espoused Mr. Drummond's view as a support to their side.

In addition to the memorials from the Teachers' Guild, the Protestant and the Catholic Schoolmasters' Associations, and the Central Association of Irish Schoolmistresses, the Ulster Schoolmistresses' Association have laid some resolutions before the Intermediate Board which agree with some of those sent in by the other bodies. The Board can hardly refuse to consider the unanimous opinion of the teachers throughout the country who are trying to carry out their enormously complicated scheme. It is found in some ways unworkable; some of the rules are scarcely comprehensible, or very ambiguous; and there is no doubt of the overwork that the courses necessitate.

The Department of Agriculture and Technical Instruction have arranged for classes for teachers in experimental science and in drawing, to be held in Dublin, Belfast, and Cork this summer. The courses will begin on July 8 and end on August 1. All teachers to whom allowances are made were required to apply before March 1 for admission. Last year it was found impossible to accommodate the large number that applied to be admitted.

The Department are permitting schools to send their pupils for instruction in science to the technical schools which may exist in their neighbourhood, the secondary school receiving the grant if their pupils satisfy the inspectors, just as if they were taught within the school itself. This is some assistance to small country schools which seem likely to be crushed out of the intermediate system by the new rules, especially by the cost of the science teaching now required; but, of course, it is only possible where a technical school exists in close proximity.

The circular of queries sent out by a sub-committee of women graduates appointed by the Central Association of Irish Schoolmistresses, to be answered by all the women graduates it was possible to reach, has been extensively answered and signed. The queries, eight in number, deal with the chief points involved in the University question that specially affect women students. The answers have been classified, and the queries, with a statistical summary of the answers received, will be laid before the Royal Commission. Over three hundred answers were received; so they may be taken as fairly representative of the views and wishes of those women who know the present system from practical experience. The statement has, of course, not been published, but it is said to show much unanimity of opinion and some remarkable features.

SCHOOLS.

DURHAM HIGH SCHOOL.—Lord Durham's Prize for Modern Languages was won by C. Kendall; Crawhall Prize for Church History by B. Blenkarne; Rogers' Essay Prize by B. Smyth. Durham University Theory and Practice of Education, J. Reed; Royal Drawing Society, Honours, six; passed, fifteen. R.A.M. and R.C.M. Schools Examination: Passed, J. Love; Honours, B. Hiller. C. Clegg, a former pupil, took First Class Classical Honours in the First Year's Examination in Arts, Durham University, with an additional scholarship of £30 in October, 1901. Miss Body, late assistant mistress at Lincoln High School, has joined the staff; also Miss Lockhart, late assistant mistress at the Ladies' College, Lincoln; also Fräulein Jungermann. The annual prize-giving was held on December 17. The Bishop of Durham presided, and Mrs. Moule presented the prizes. The school had been inspected by the Rev. G. E. Mackie, the Secretary and Chief Inspector of the Church Schools Company. His report—a very satisfactory one—was read by Miss Cropper, a member of the Council of the Church Schools Company. Deeply interesting and suggestive addresses were given by the Bishop and by Miss Cropper. The programme consisted of carols, followed by kindergarten songs and games, and by an exhibition of Indian club drill and of ball and basket drill by the dancing class.

ROSSALL SCHOOL.—The examination for entrance scholarships will be held on March 18 and following days here and at Westminster and Oxford simultaneously. The Prize for Latin Hexameters was gained by R. G. L. Batley; the Navy League Senior Essay Prize by S. F. S. Johnston. A. P. W. Storrar has gained a mathematical scholarship, Sidney College, Cambridge. Sir George S. Clarke, K.C.M.G., has been appointed Governor of Victoria. S. W. Beadle has been awarded H.M.'s medal on passing out of the "Britannia," as the most worthy boy of the year in his companions' opinion. Mr. Read (who, as we have before chronicled, has gone to Winchester) is succeeded by Mr. Champ. J. M. Mollison has presented a beautiful Japanese silver cup to be a Racquets Championship Cup. The sports will be on March 29 and 31. The baths have been boarded over and gas supplied, so that we have physical drill and engineering classes there, and on wet days corps parades. Four new monitors have been appointed, P. S. Richards, F. A. Stapleton Cotton, B. F. Clarke, and A. Hall. This year more than £200 has been raised for the school mission to Newton Heath. A scheme for a triple memorial in the Chapel to those who have fallen in the present and the Afghan wars, to the Founder, Canon Beechy, and to the Rev. H. G. D. Tait, late Head Master of the Preparatory School, has now been published. It is hoped to raise £2,000 to this end.

STREATHAM HIGH SCHOOL.—The Société des Professeurs de Français en Angleterre have just issued their yearly report. The school has won the silver medal at the Grand Concours Spécial, and three prizes and two "mentions" in the Concours Mensuels.

PRIZE COMPETITIONS.

The winner of the Translation Prize for January is Sir Arthur F. Hart, Bart., Garlands, Harrow-on-the-Hill.

The Extra Prize of Two Guineas for the best annotation of "Hernani" is awarded to Jane Sailman, University College of North Wales. Honourably mentioned: Lazzara, Nita.

Et après cela, innocents et lettrés que nous sommes, n'insistons plus trop sur les beaux Mémoires de l'an V, sur celui, en particulier, qui traite si bien du moral et de l'esprit commercial de ces mêmes Etats-Unis; avis à nous! n'insistons pas trop non plus sur telle ou telle circulaire remarquable, telle ou telle dépêche faite pour être montrée, et sur l'excellent discours académique de 1838. Tout cela n'était que le dehors, la décoration, le spectacle: franchement il y avait trop de reptiles par derrière, au fond de la caverne,—de cette caverne dont le vestibule passait pour le plus distingué et le plus recherché des salons.

Sir Henry Bulwer a très-bien pris et rendu la mesure de l'esprit politique et pratique en M. de Talleyrand; mais décidément son indulgence n'a pas fait assez large la part de ces vices fondamentaux; il s'est montré trop coulant sur une chose essentielle. Le flair merveilleux des événements, l'art de l'à-propos, la justesse et, au besoin, la résolution dans le conseil, M. de Talleyrand les possédait à un degré éminent; mais cela dit et reconnu, il ne songeait, après tout, qu'à réussir personnellement, à tirer son profit des circonstances: l'amour du bien public, la grandeur de l'Etat et son bon renom dans le monde ne le préoccupaient que médiocrement durant ses veilles. Il n'avait point la haute et noble ambition de ces âmes immodérées à la Richelieu, comme les appelait Saint-Evremond. Son excellent esprit, qui avait horreur des sottises, n'était pour lui qu'un moyen. Le but atteint, il arrangeait sa conte-

(Continued on page 194.)

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nance, et ne songeait qu'à attraper son monde, à *imposer* et à *en imposer*. Rien de grand, je le répète, même dans l'ordre politique, ne peut sortir d'un tel fonds. On n'est, tout au plus alors, et sauf le suprême bon ton, sauf l'esprit de société où il n'avait point son pareil, qu'un diminutif de Mazarin, moins l'étendue et la toute-puissance; on n'est guère qu'une meilleure édition, plus élégante et reliée avec goût, de l'abbé Dubois.

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Sir Henry Bulwer has taken the exact measure of M. de Talleyrand as a politician and man of action, but undoubtedly his good nature has prevented him from sufficiently emphasizing these radical defects; one essential characteristic he has slurred over. An instinctive insight into public affairs which was almost miraculous, the art of adapting himself to the exigencies of the moment, a sound judgment, and, at need, resolution in the council chamber—all these qualities M. de Talleyrand possessed in an eminent degree; but, allowing all this, we must add that his only thought was of personal success, of turning everything to his own profit; love of the common weal, the greatness of the State, and its fair fame—thoughts such as these caused him few sleepless hours. He had none of the soaring ambition of illimitable souls like Richelieu, to borrow Saint-Evremond's phrase. His bright wit, which would not tolerate stupidity, was for him but a means to an end. The end attained, he composed his features and thought only of taking in those with whom he came in contact, of posing and imposing upon them. Nothing great, I repeat, can spring from such a source, even in the world of politics. Consequently, apart from his exquisite breeding and his unparalleled social talents, he is at best a miniature Mazarin minus Mazarin's wide views and unlimited power; nothing more, in fact, than a more elegant and tastefully bound edition of Abbé Dubois.

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Ste.-Beuve is never easy to render, and in this case the absence of the context added somewhat to the difficulty. Thus, without the preceding paragraph, it was impossible to tell that *cela* in the first sentence refers to the attempted blackmailing of the American Commissioners; but this is no excuse for such mistranslations as "after all," "to conclude."

(Continued on page 196.)

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And, perhaps, as you make your difficult way through a steep and narrow alley, shut in between blank walls, and little frequented by

passers, you meet one of those coffin-shaped bundles of white linen that implies an Ottoman lady. Painfully struggling against the obstacles to progression interposed by the many folds of her clumsy drapery, by her big mud-boots, and especially by her two pairs of slippers, she works her way on full awkwardly enough; but yet there is something of womanly consciousness in the very labour and effort with which she tugs and lifts the burthen of her charms. She is closely followed by her women slaves. Of her very self you see nothing, except the dark luminous eyes that stare against your face and the tips of the painted fingers depending like rosebuds from out of the blank bastions of the fortress. She turns and turns again, and carefully glances around her on all sides to see that she is safe from the eyes of Mussulmans, and then, suddenly withdrawing the *yashmak*, she shines upon your heart and soul with all the pomp and might of her beauty. And this—it is not the light, changeful grace that leaves you to doubt whether you have fallen in love with a body or only a soul—it is the beauty that dwells secure in the perfectness of hard, downright outlines, and in the glow of generous colour. There is fire, though, too—high courage and fire enough—in the untamed mind, or spirit, or whatever it is, which drives the breath of pride through those scarcely parted lips.

You smile at pretty women—you turn pale before the beauty that is great enough to have dominion over you. She sees, and exults in your giddiness; she sees and smiles; then presently, with a sudden movement, she lays her blushing fingers upon your arm and cries out, "Yumourdjak!" (Plague! Meaning, "There is a present of the Plague for you!") This is her notion of a witticism; it is a very old piece of fun, no doubt—quite an Oriental Joe Miller.

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By T. E. PAGE.

SECURITY is one of the chief factors which regulate the investment of ordinary capital, and, similarly, when a man has to consider the investment of that capital which consists in capacity to work either with his head or his hands, he will be influenced in his choice of a calling by the amount of security, or the reverse, which it is likely to offer. In some callings the prizes are great and the risks large; in others the risk and the remuneration are more moderate; in some both are alike small. In the scholastic profession, except for a very fortunate few, the rewards are distinctly mediocre. It still remains what it was when the same fact stirred the satire of Juvenal, a profession in which work of the highest real value is often done for the poorest pay, and consequently, unless it is to sink below the level of other professions, its members ought to have some assurance that their pittance is at least safe.

The reverse is, however, undoubtedly the fact. In secondary schools every assistant master is not only appointed by the head master and dependent on him for promotion, but also liable to dismissal by him without reason assigned, and, in the great majority of cases, without any right of appeal whatever. His relation, in fact, to the head master is regarded as one of *personal* service, and he may be dismissed exactly as if he were a cook or coachman; nor, at first sight, does there seem anything unfair in this, because it represents the ordinary relation between employer and employed. But, apart from the fact that a head master is not a private employer, the conditions of scholastic life are distinctly peculiar. The ordinary possessor of any skill or capacity can usually find a free market for that capacity, so that, if it is not needed in one place, he can transfer it to another; but schoolmasters seem to belong to the vegetable kingdom, and, except in youth, not to bear transplantation. Every year, indeed, after a small number that a man stays in one place, sensibly diminishes his chance of obtaining another. By forty—an age when men in other professions are at their prime—that chance is distinctly small. By fifty—and at fifty even a schoolmaster is not necessarily decrepit—the man who is dismissed is professionally dead, and all that remains for him is to disappear. That this should be so is unreasonable, and might, perhaps, deserve the regard of those clerical head masters for whom the opportunity of promotion only ceases with the grave; but at least the fact is indubitable, and from it flows the indubitable consequence that the right of dismissal ought to be carefully guarded, not merely to save individuals from wrong, but in the general interests of education; for a profession cannot continue to attract able men if, while the pay is poor, the position is also exposed to grave and unnecessary hazard.

Nor is this hazard an imaginary one. The great majority of head masters are, indeed, disinclined to strain their strictly legal powers, and endeavour to execute what is really a public trust with judicial fairness; while in some great schools security of tenure is, perhaps, almost too great. But even in these schools cases of harsh dismissal do occur, involving great hardship and admitting no possibility of redress; so that almost thirty years ago the present Primate, doubtless with reference to what had happened at Rugby, expressed himself as “decidedly” in favour of giving a right of appeal in all cases, although he has never since taken any steps to give effect to this “pious opinion.” No one, however, need be concerned about the powerful assistant masters in large schools. They “are at ease in Zion,” and their complacent indifference to the general interests of education and of their less prosperous brethren would make any advocacy of their rights an uncongenial task. The men whose case deserves consideration are the men in hundreds of minor schools throughout the country, who, for wages often less than those of a mechanic, are yet devoting earnestness and ability to work which lies at the base of all national progress and prosperity, and who, exactly because they need help most, are least likely to obtain it; while there is considerable evidence to show that they are not only always liable to, but do frequently suffer grave hardship from, unjust dismissal.

Some portion of that evidence has, in recent years, reached the Assistant Masters' Association, and, although it necessarily consists chiefly of *ex parte* statements—for where there is no tribunal it is impossible to attain truth—yet it is certainly sufficient to create uneasiness, and three illustrative cases

deserve attention. The first occurred in a school subject to a wealthy City Company, where a master, after fifteen years' service, and at the age of forty-three, received notice three days before the end of term that he was no longer required, but that he would receive a term's salary (£50) in lieu of notice. There was no allegation of incompetence or misconduct. On the contrary, he received a high testimonial from the man who dismissed him, and also from two previous head masters, and the only reason assigned for his removal was “the need of re-organization.” It is, of course, impossible to judge; but there seem to have been other dismissals of a like nature. “Mr. B., twenty years, compelled to leave, died eighteen months later, aged forty-eight,” is the simple record of one of them, and, in this case, the previous head master, who was certainly in a position to estimate the facts, wrote in the strongest terms of the injustice and cruelty which had been committed. Nor is it possible, without some touch of emotion and even indignation, to read a document (apparently truthful) which states how, at an interview with the head master, the dismissed man's wife stated that they could wait for the promised payment of salary, because “they could pay their bills and have a pound left,” and how the head master explained that he “was compelled to do these things,” as “he thought twenty years long enough for any man to teach.”

The second case refers to a large school in which the staff had united in presenting, through the head master, a memorial to the governing body on the subject of salaries. Friction ensued, and, in the end, the head master compelled all his assistants to sign an agreement containing, among other things, a clause which made their engagements terminable at any time on one month's notice; while several masters of standing were dismissed without reason assigned, except that, according to the hackneyed phrase, it was “in the interests of the school”; and an appeal to the governing body was got rid of by a statement of the Chairman that “the sole responsibility” for the appointment and dismissal of assistant masters rested under the statutes with the head master. The exact rights of the case cannot, of course, be determined, but two clear points force themselves on the mind. One is that the head master, in compelling his assistant masters to accept the notice of a domestic servant, committed an act which was a distinct violation of the custom of the profession, and not only discreditable to himself, but injurious to a calling which he was bound in honour to assist. The second is that, in a public school enjoying public funds to be administered in the public interest, the right to sign what may be the death warrant of several subordinates ought not to be granted to any individual without it being possible in any way to drag the procedure into open day. “Slay me, but let it be in the light,” was the famous prayer which an Homeric hero addressed to Zeus; and humble assistant masters, when their doom is decided, may at least ask that these things should not be done in the dark.

The third case is well known as “the Grantham case,” and its unique importance consists in the fact that it did become the subject of a public inquiry before an Assistant Charity Commissioner. The records of the case are in evidence, and they are startling. For various reasons the head master late in December, 1900, decided to leave at once, and on December 24 he received a letter from the clerk to the governors informing him in plain terms that, whenever he terminated his engagement, the engagement of his assistant masters would terminate also. They were men of ten, fifteen, and twenty-five years' service; nor, although there were defects in the school, is there any allegation that they were to blame for them, and, on the contrary, their merits were openly asserted in court without contradiction by two governors. But, as in a private house, when the master leaves, the servants pack, so it was at Grantham. On January 17 these three men, without cause assigned, found the school doors closed in their face, and themselves without employment. They naturally addressed themselves to the governors, and the governors in February passed a resolution commiserating the injustice they had suffered, acknowledging their long service, and voting them “an *honorarium*” amounting altogether to about £150. Such are the simple facts, and it is difficult to write about them with self-restraint. It is difficult to understand how any body of governors possessing ordinary self-respect could pass a resolution expressing sympathy with these unfortunate men in the wrong they complained of, when it was absolutely in their own

power, according to the particular statutes of the school, wholly to remedy that wrong. Instead of this, they preferred to plaster it with what they called "an *honorarium*," which was, in fact, just a few pounds more than the assistant masters could have recovered in any court of law for being dismissed without notice. It is equally difficult to understand the reasons which justified the new head master in getting rid of these old servants of the school. He was asked in court to give those reasons, and he did so. The first was that he had himself been at one time junior master in the school, and he felt that awkwardness might arise from his having to rule men who had been senior to him. The second was that "he wished to have athletes." He had a third; but, when a man has already given two such reasons, it is a work of supererogation to ask what his others may be. In dealing with assistant masters, "justice, judgment, and truth" are, it seems, vain things; but it is vital that a subordinate should not be more experienced than his chief, and that he should still be able to kick a football.

That the possibility of cases such as these occurring does establish ground for inquiry, few impartial judges will deny, for it is clear that, under the present system, grievous actual wrong may be inflicted. But there is also a no less real and actual question of principle involved. Apart from the fact that a sense of strict personal dependence stunts and mars all free development of capacity, it is certain that insecurity of tenure militates against efficiency in any department of the public service. The late Prof. H. Sidgwick, in his standard work, "The Elements of Politics" (second edition, 1897), lays down the rule that in that service, "in inflicting the penalty of dismissal the superior will have to consider not whether it would be advantageous to get rid of the subordinate, but whether he has committed a sufficiently grave breach of duty" (page 360), and again (page 420) he makes this clear and important statement:

It seems especially important for the State to give to its employees as much security of tenure as can be reconciled with its need of loyal and efficient work; because they are deprived of the vague chances of rising to wealth by ability which compensate for instability of employment in many branches of private industry. If possible, therefore, the conditions of tenure, ordinarily obtainable after adequate probation, should be such as to give practically complete protection against arbitrary, oppressive, or partisan dismissals.

He does, no doubt, later on advise that, in order to secure efficiency, "where public opinion and the established traditions of the service effectually exclude partisan appointments and dismissal," the right of dismissal should rest with the heads of departments, and this might seem to suggest that a similar right should be given to head masters. But (1) in all but the largest schools the necessary checks to which he refers are certainly not effective; (2) the position of the head master of a minor school affords no such guarantee of impartiality and the absence of personal bias as is afforded by the head of a great public Department; while (3) it is exactly to some authority analogous to that of the head of a Department—say to some official or officials appointed by the Board of Education—that the majority of assistant masters would wish an appeal to lie. In all other respects Prof. Sidgwick's weighty words—the words not of an advocate, but of a cold, calm, and cautious inquirer—wholly support security of tenure, not in the interest of individuals, for that would contradict the whole tenor of his work, but in the interests of the State, in order that its work may be done in the best way by the best men. He knows nothing of the theory that subordinates are to be dismissed because their chief leaves, or because they no longer play games; nor would he countenance the views which were publicly expressed in this journal (December, 1900) by a distinguished head master, and which are of singular interest. The writer refers to a case in which he dismissed a master because "suspicions of a serious nature fell on him," although "there was no legal proof," and seems to think that, because the suspicions ultimately proved to be correct, his action was justified, although on such a principle we might half of us be in gaol. He would also dismiss a man who, though "he does his work conscientiously and well," is a "centre of sets among either masters or boys, and clearly . . . tends [*sic*] to disintegrate the social fabric of a school"; or one "who is a born tale-bearer," or whose "influence is tending to habits of great expensiveness in entertainments, or to late hours, with their usual accompaniments, among the younger members of the staff"; or one who has "aggressive opinions of a kind which I

may call agnostic," and "insinuates such opinions among the upper boys." In short, a head master is to be a despot who not only makes his own laws, but interprets and enforces them at his sole pleasure, while his functions comprise those of a grandmother, a *censor morum*, and a Grand Inquisitor.

It may be urged, however, that Prof. Sidgwick's words have no reference to schoolmasters, and yet that fact only adds to their value, because they have the advantage of being written without prejudice, while being strictly pertinent and exactly *in pari materia*. For, assuredly, if any men may claim to be engaged in the public service, it is the men who are engaged in the work of education in public schools. That work is in no sense of merely private concern, but is of national importance, and it is for the welfare of the whole community that the calling of a master in secondary schools should be made at once as secure, as honourable, and as attractive as possible; but it cannot become so as long as its members are dependent for their bread on the decision of an individual will. The power wielded by head masters is without parallel in any branch of the public service, and it is hardly to their credit that they have clung so closely to the maintenance of it in its fullness. The time has come when they must give up some part of it, and they may wisely and safely do so; for the right of appeal, which is now asked for, is, it should be remembered, a two-edged weapon which no one is likely to use rashly. The assistant master who makes an appeal may, it is true, if successful, obtain redress of wrong; but, on the other hand, if he appeals and fails—if, after his case has been heard by an impartial tribunal, sentence is given against him—then his professional ruin will be complete, and this simple fact will prove an automatic check on unreasonable appeals. Nor need it be feared that this concession of a just claim will tend to anarchy. A faint breath of independence will stir no tumult or confusion in our schools: it will prove rather a quickening spirit, fostering beneath its genial influence a larger and more vigorous, because a freer, life. The best work of the world has never yet been done by men in bondage, and it is the universal experience of all ages that liberty, although it may sometimes lapse into licence, is yet the fruitful mother of all that is best and worthiest in every department of human effort.

Finally, the argument that no right of appeal can be conceded because the reinstatement of a dismissed master would practically force a head master to resign ought, surely, to be set aside; for it wholly rests on the supposition that, in order to avoid a possible difficulty, it is better to connive at an actual injustice. If a man has done grave wrong to a subordinate, that wrong cannot be left without redress merely to save the person who inflicted it from the consequences of his own act. Supposing that act to be due to error of judgment, and supposing that an impartial tribunal, after investigation, decides that there has been such error, then no man of sense would consider such a decision as fatal to his continuance as head master, and a man of honour would rather endure any personal pain than be the cause of undeserved suffering to another. The cry "I must do as I like or resign" is, in fact, merely a sign of waywardness and weakness, which should be sternly repressed. It is not individual caprice—under whatever euphemisms that caprice may be veiled—which should govern any social organism, but law and justice; and it touches not merely the well-being of assistant masters, but also the credit and well-being of our schools and of the State, that the appeal "I am a Roman citizen and uncondemned" should never be made by any one only to be put aside with contumely and scorn.

ENGLISH LITERATURE AND ENGLISH SCHOOLS.

By P. A. BARNETT, M.A.

THERE is good reason for British teachers to feel that the place of English literature studies in schools is a matter of pressing concern to them. Apart from questions of administration and organization, with which my paper does not and cannot deal, on this pivot rest two considerations of the highest moment to each man and woman of us. The first is the importance of literature as a part of our general education; and the second is the status of the teacher as determined by the place of this subject in the curriculum. If working teachers

will themselves make up their minds, as they ought to do, on these particulars, they can defeat any efforts, however persistent and robustious, to wrest from education its noblest and most profitable instrument. If they let the case go by default, if they allow themselves to be shaken by windy and unscientific denials of the value in human education of the finest and most significant achievements of humanity, to be browbeaten by unwarrantable accusations of incompetence to use them, they may register ourselves as instructors; but as teachers?—No. This question, I say, concerns the highest interests of teaching as a profession.

It is a notable fact that, whatever may be our personal opinions, literature, as such, has comparatively little recognition in English schemes of study. From the syllabuses of a large class of important schools it is expressly excluded; and there must be some reason for this. We are, in some respects, more fortunate than our fathers. Men over middle age can recall the time when English classics were rarely read in English schools at all. Letters, indeed, were not excluded, but the training was almost entirely incidental, being given, without any literary intention, so to speak, through the Bible and the Greek and Latin classics. There arose later, together with a very just feeling that our own incomparable stores were being neglected, also a desire to provide something like the discipline of the old classical gymnastic for pupils flocking to the secondary schools with no intention of taking the full classical course. Thus the recognition of English literature as a school subject was due only partly to a sense of its signal excellence; it came in part also from a belief in the current classical gymnastic for which it was to be a substitute.

This last fact is at the bottom of many difficulties. It gives substance to the dissatisfaction felt by both men of letters and by teachers themselves at the poor results of a great deal of admirable editing and laborious instruction; and it provides ignorant denouncers of books as instruments of education with a weapon that need not be placed in their hands.

The English custom has been to prepare the masterpieces of English literature for use in the schools on the same lines and with the same apparatus as are traditional in presenting the unfamiliar texts of Latin and Greek. A boy of eighteen or nineteen may thus have covered very little ground, and covered it with much less profit than he should. He will probably have read a little Milton, a little Gray, a little Pope, and a couple of plays of Shakespeare; and he will have read them, we know well, in such a way as to be most deeply impressed by the philology, the "meanings and allusions," and so forth. The substance of the fragments so treated will be to him a matter of minor and only incidental importance; for the teacher who teaches as if his main business were to make his pupils *like* the stuff, whether they can deal with it critically and analytically or not, meets with exceedingly little encouragement. Of course it is impossible to handle great works of art, even meticulously, without deriving advantage from the experience; and, of course, there are human boys and girls (as there are teachers) who can forget the impertinences of commentation, and can get somewhere near their author's point of view. But, although it would be generally agreed that literature as material is more valuable for itself than for anything that can be said about the parts of its vehicle, important as this is in its place, yet, on the whole, our tradition and procedure, crystallized by examinations, are demonstrably unfavourable to its mastery and assimilation. Curious commentation, a very elaborate *apparatus criticus* on the classical model, is only one form of our unscrupulous interference with the author's own presentation, which is, after all, the main matter. Another, equally well meaning and equally stupefying, is the more peculiarly modern endeavour to extend the area of interest around works of literary art by making them the nucleus for all sorts of information not arising from the text, but actually antecedent to it.

When mature or experienced people have become familiar with a great work of literary art, have got to know and love it, they *sometimes* like to inform themselves of its history; no shame to them if they do not. And, when they know a good deal of an author's work, they *sometimes* like to inform themselves about his personal life; no shame to them if they do not. But it is not usually essential to a complete enjoyment, understanding, and profitable assimilation of most or the best things in literary art that the reader should know the place of the book in the history of letters, or the circumstances attending its pro-

duction, or the life of the author. Men and women who love the noble poetry of Shakespeare's sonnets may quite reasonably take only a tepid interest in the "only begotten" of them, and leave the problem, without a flutter of concern, to Prof. Beeching and Mr. Sidney Lee; and boys and girls should really care for Shakespeare's plays before they are asked to be moved by questions of date or order. Indeed, a spontaneous and effectual interest in these classes of facts arises comparatively late in our contact with books; and they assuredly come after, and not before, a book is read. We go out of our way, from sheer conscientiousness, to embarrass our school use of letters with a mass of inappropriate and misleading detail, so that the text meanders, for our pupils, between aridities that may really be endless. The common origin of much useless labour is the positively stupid ignoring of the fact that a child's sense of mere time is exceedingly small, and that archaeological details to him are naught. Twenty years or a thousand are much the same to a child of nine; he has such a small stock of consecutive incident to travel over and such poor capacity for punctuation. A mother once, inculcating the conventional proprieties in respect of knife and fork, told her little girl that she could not be permitted the same licence as was enjoyed by the ancient Britons, who planted a dish in the centre of the family circle and dipped fingers therein. "Was that," asked her daughter, "when *you* were a little girl, Mother?" On the same error is based the use of histories and primers of literature with people too young to realize what they mean. What is the name of Layamon's "Brut" or the "Ancren Riwe" to a child of twelve, or even to a youth of fifteen or sixteen? It is, of course, the old old mistake of teaching—the presentation of the details of interest arising last in ourselves as the intellectual bottle-food of our children.

These well meant and earnestly designed efforts to use *belles lettres* as a mere peg for miscellaneous instruction do certainly effect a good deal. On the one hand, a dogged pursuit of an author's meaning by grammatical and syntactical analysis, with the incidental philology, archæology, and history, is a fine exercise, both in the logic of discovery and in the complete mastery of detail. Most people who have read a great book, or even a small part of a great book, in this way, under a keen teacher, must certainly have learnt some of the best lessons of intellectual honesty, as well as of scientific procedure; for the scientific traditions of English scholarship are just grounds for national pride. And, on the other hand, the association of an author's work with what may be known of his life rounds off our knowledge, and may, in some cases, help us to a better understanding of the spirit of the text.

But all this seems to miss laboriously the main advantage of literature as school training. Some work of the kind is essential, and I must not be supposed to depreciate it; but it is essential as a form of "science," properly so-called. It is still a mastery and ordering of the knowledge of detail. It is discovery, the object of investigation being as much a part of "Nature" as carbon dioxide or steam, only subtler and more charged with meaning, with associations, and, therefore, of more complicated and general interest. We bring the book to the laboratory—the least expensive, and therefore the best of all laboratories—the school-room, and we apply our eyes and implements—our dictionaries, histories, grammars, and all others available—under the strictest canons of logic, deductive and inductive. But the process and the result are still essentially the same as in the ordinary heuristic of the positive sciences; it may be carried to a most successful end, and yet never touch the pupil's feelings. Before we begin to comment and to interpret, there must be something *in* our pupil to work upon; and this must be more than merely intellectual matter in the case of *belles lettres*.

For this, surely, is the point—it is the special business of literature in education to cultivate the feelings, and our school procedure treats it too exclusively as a gymnastic of what the psychologists call the intellect. That greater part of the school procedure which we call instruction aims properly, and even necessarily, at perfecting the powers of reason and at storing the mind with a practicable system of facts. But the larger part of life—men's aims, large and small, what men do from motives—these are determined mainly by feeling or ideas touched by emotion. "After all," says Newman, "man is not a reasoning animal; he is a seeing, feeling, contemplating, actual animal." Let us say that man is, at any rate, compact of reason and feeling both.

Now should not the school play a great part in quickening and manipulating this latter most powerful of all springs of human action? *Belles lettres*—those things in literature which are most disinterested, least applicable to the production of a material effect—are at once the greatest storehouses and the greatest nurseries of emotional ideas, and are, therefore, of supreme importance to the common man. It is the philosopher, not the common man, who is the slave of facts, of reasoned systems of what he regards as exact thought; for, by a fortunate dispensation of Providence, the common man, and the philosopher in his character of common man, is moved mostly by ideas which either have no basis in ratiocination, or else have a basis so indeterminate that the philosophers are in perpetual dispute about it, and help us little to realization. Such emotional ideas as religion, duty, honour, patriotism, faith, hope, love, enthusiasms of all sorts (even educational enthusiasms) are not to be established or analyzed by any heuristic, or even heuristic. They persist, they are eternally operative, precisely because they are primary and cannot be measured or made to depend on any positive system. And so with the myriads of ideas touched with emotion which make up the substance of *belles lettres*. The laboratory can no more establish or effectually analyze them than you can draw Leviathan from the sea with a hook. The sciences commonly so called are indispensable for establishing the facts by which these emotional ideas work themselves out into effectual action, harmonizing and concentrating them. But without ideas men are little better than automata. If, having ideas, no emotion quickens them, they are still automata, though intellectual automata. With ideas touched by emotion, they are spiritual creatures; and, if such ideas are good, they are good men, and will feel rightly and act rightly. Of course, the cultivation of the literary feeling is, as a matter of fact, undertaken by other organized agencies besides the school; the school is important chiefly because it can systematize its opportunities, and, in virtue of the intellectual standing of teachers, knows and can use the very best material. Any agency that plays upon feeling by the word so written or spoken or sung that it can be remembered or recorded is literary; and, if I were asked to name some of the most powerful literary agencies now educating the taste of the largest section of English people, I should be inclined to give precedence to the Salvation Army and the music-halls. I hope I shall not be accused of maligning the classes that do not follow the Salvation Army or frequent music-halls; they are not literary, because, on the whole, they do not remember or repeat, they do not even recognize, and, therefore, are not moved by, anything they read or hear of *belles lettres*. And I have no right to an opinion as to the character of the literature which these agencies disseminate; only I certainly think that the school is better able than they to do the early work well. Moreover, it can. Some of the time now wasted over machinery and *apparatus criticus* it could use to cover a much larger ground in a less scientific fashion; to get more stuff remembered and assimilated; to establish magnificent and beautiful images in the minds of young people—for a start made after youth is past is rarely successful—to fire them with admiration of such subtle ideas as their intellectual condition enables them to apprehend; to make them less easily the slaves of mean or maniacal ideas.

Those who deal intimately with children of all ages know well that this is possible; they know that young people detest excessive exegesis, and like good stories and good poetry, fine words and fine ideas, if they can only get enough of them. In this their instinct surely responds accurately to the appeal of the author, who wrote to be apprehended, not to be analyzed. To be sure offences will come, there must be occasional explanation; but it should be rapid. It should not dwell on difficulties, but achieve rather the main things. Do we not, all of us, this year, understand better the fine passages familiar to us last year, or the year before, or perhaps for the greater part of our lives? My suggestion then is this: that we should work almost solely with plain texts, cover a great deal of ground, and dwell rather on the æsthetic and rhetorical qualities of books than on details of less generality. Above all, we should bid our pupils admire this and that, just as we cultivate their feelings in favour of moral action by bidding them admire this good man, that good action. The feeling for literature, like the feeling for goodness, cannot be *proved* into existence. It must be *quickened* and cultivated like a habit. "Fortes creantur fortibus et bonis." A

little should, by all means, be done, for reasons already set forth, by the strictest method of exegesis, as a scientific gymnastic; but the bulk should be treated in what, for a better term, I must call the manner of impressionism.

And the time for this? one may be asked. Well, a substantial gain will come by the abandonment of most of the analytical and exegetic work; by putting the text, "*simplex munditiis*," into the hands of the class, giving them a substantial amount to be read out of school, with a little preliminary help where necessary. We may fairly hope, too, that much of the time now wasted in mumbling meagre bones of Latin and Greek by pupils who get so little profit therefrom will be diverted to the flesh and blood of English. It will, at the same time, be necessary for those who believe in the essential simplicity of education to resist stubbornly the encroachment of premature laboratory work in physical science on the small school time available for less abstract studies.

After the pupil, the teacher. We ought never to forget that for the English teacher English literature is the least specialized, is the most common property, is the most general instrument of humanization, and is, therefore, the stronghold of the teacher as such; for the first and chief business of the English teacher is to make his pupil a good man and a good Englishman. His obstinate grip on this subject will, I believe, ultimately go far to determine whether he shall be a teacher or an instructor, whether he shall concern himself with the pupil on the side of his largest sympathies and capacities for action, or whether he is to be, like the dancing master and shorthand instructor, charged, in his character of specialist, with a less significant part of his pupil's moral and intellectual outfit. It is a pity that there must needs be any special "subjects" or special teachers at all; in an ordinary school it is certain that a condition of organization is soon reached in which any further step in specializing a staff, whatever advantage it may give in instructional efficiency, hurts the corporate morale. But so long as form-teachers keep the English in their own hands, this disintegrating influence will not produce its worst effects; the tradition of liberal teaching will hold the field, and teachers will be every day doing something for the stability and dignity of their profession.

THE ESSENTIALS IN THE TEACHING OF GEOMETRY.

By Dr. R. WORMELL.

1. THE first essential to a teacher of geometry is that he shall recognize the immensity of the field of knowledge that is described by this word. No one can teach it well who thinks it as limited as the multiplication table, or as stereotyped as a single treatise on the subject, whether it be ancient or modern. This field is as boundless as space, as infinite as time. Indeed, it is more infinite than the space we live in, for it carries us into other infinities—into one, for instance, in which a spherical surface could be turned inside out without breaking the shell; into another in which the number of conic sections would be five instead of three.

Nothing could be worse for the science than that its priests should believe that all there is to know of it has been known already; that every discovery possible in elementary geometry has been made already.

It is essential that the teacher shall be able at times to lift his pupils for a moment high up on the Mountain of Truth, that they may catch a glimpse of the extent, fruitfulness, and beauty of the Land of Promise which will surely come into the possession of those who run without weariness and walk without fainting.

2. It is also essential to know that geometry is not altogether deductive. Like other sciences, it is inductive first: we have to climb the hill before we can descend. Those who have learnt it simply by reproducing demonstrations of a purely deductive type are usually unable to apply geometry. When they happen to be called on to apply it they have to start again—to build foundations for an edifice already made, or ignoring what has been done to begin to build *de novo*. Pestalozzi was right in insisting on an early presentation of the *facts* of geometry. The founders of the kindergarten were right in introducing the study of *form* in the concrete at an early stage. From the kindergarten upwards the study of solid geometry should never be

altogether thrown aside. Rousseau was right when he said: "Our geometry is not adapted to children; we seem not to comprehend that their method is not ours, and what should be for us the art of reasoning should be for them merely the art of seeing." We have, however, made great advances in methods of education since Rousseau's day.

3. After the examination of solids and forms, such as may be used in the paving of a surface with squares, triangles, hexagons, and mixed figures, come drawing and measuring. The habit should be acquired of drawing figures correctly and neatly. Some one, who could not have been a teacher, but may have been an examiner, is said to have defined geometry as the art of correct reasoning on bad figures. He was altogether wrong.* Instrumental drawing naturally associates itself with measurement and computation, carries with it knowledge of the commoner terms, and prepares the way for some definitions. Prof. O. Henrici, guided by an untranslatable German word (*Anschauung*), calls this "training in looking at a thing," or "instruction by inspection." This instruction has for some time to serve the place taken by expressed logic later on. It will be best to take the trouble of making your own list of exercises and experiments for this stage. The following are but hints:—Draw two straight lines of unequal length and write the words *smaller* on one and *larger* on the other. Draw two figures bounded by three lines each (triangles), and distinguish the larger. Draw two figures bounded by four lines each (quadrilaterals), &c. Describe two unequal circles, and distinguish the larger. A distance of 200 feet is represented on a plan by 5 inches. Make a scale of feet for the drawing. The distance between two places is 12 miles, and is represented on a map by a distance of 2 inches. Draw the scale. Construct two circles of 2-inch and 3-inch radius respectively, each being entirely outside the other. Construct two such circles intersecting. Construct two such circles touching. Construct an equilateral triangle with a side of 1 inch; another with a height of 2 inches.

4. Between this stage and that of demonstrative geometry naturally lies what Americans call "inventional geometry." The pupil's knowledge of the properties of figures and of the general notions—even the abstract notions—of geometry is here increased by experiment and practice. He is started on a voyage of discovery, simply being guided onwards without being deprived of the stimulus to individual effort. I will give illustrations as I proceed.

5. Now, having climbed the hill, we may begin to use our position of vantage for what has too frequently been regarded as the beginning. We may frame a few definitions of abstractions. We may take a block—a cube of soap, for instance—and, by cutting it, add to it two plane surfaces without increasing its bulk, and may add to its figure a number of straight lines without increasing the surfaces. Hence we can comprehend the usual definitions of straight line and surface, which are meaningless to the ordinary mind without this preparation. But I suggest that we should give definitions and axioms only as they are required, and not in the lump.

We should follow on with some simple constructions with demonstrations in Euclidean form. The construction of an equilateral triangle on a given line is a good beginning for this stage, but you will do well here and throughout to keep on using a method or a process, when once introduced, until it is assimilated by the mind of the pupil. For instance, take this problem, *Eucl. I. 1*. Having constructed the triangle *ABC*, construct equilateral triangles on each of the sides, and again on those sides, and so on. We thus learn the following:—(1) to construct a regular hexagon; (2) the hexagon is composed of six equilateral triangles; (3) the whole sheet of paper, that is to say, any plane area, may be completely covered with hexagons and therefore with equilateral triangles; (4) commencing with the side *AB*, if we construct *ABC*, then on *AC*, *ACD*, then on *CD*, *CDE*, and join *EA*, we see from the symmetry of the figure that we have erected a perpendicular to *AB* at its extremity; (5) to construct a square; (6) to cover the surface with squares, &c.

6. The order in which the propositions are to be presented is determined mainly by three obvious rules:—(1) progression as

regards difficulty; (2) exercise in the use of any method of proof when first introduced; (3) the association of propositions logically related, such as the direct theorem, its converse, and their contrapositives. We may consider a few cases for illustration. The fundamental theorem *Eucl. I. 4* is proved by superposition. After it should be taken *Eucl. I. 26* as the converse of *Eucl. I. 4*, proved also by superposition. The construction of triangles, having given two sides and included angle, or two angles and included side, should follow. It must not be supposed that this matter of superposition is so simple that it need not be dwelt on. The late Prof. Clifford dispelled that notion, and showed that the "postulate of superposition," that is to say, the postulate that a body can be moved about in space without altering its size or shape, involved a principle which, in short form, may be expressed thus: "All parts of space are exactly alike." From this he deduced definitions of a plane and a straight line. You will not, of course, trouble your young beginners with these subtleties, but they will influence the proportionate value you attach to each method and, indeed, to each proposition.

So to *Eucl. I. 4* we add *Eucl. I. 26*. We shall still label this *Eucl. I. 26* for reference, though the label no longer indicates initial order. For ticketing our separate bits of knowledge there is advantage in a universal nomenclature. Euclid's order, though not that which we ought to adopt in teaching, furnishes the tickets. This generation boasts that it is "heir to all the ages." One of the treasures which it has inherited is Euclid's "Elements."

Treasure may be used, it may be abused, it may be ignored. In the early sixties I joined my first teachers' association. I remember well being shocked by a declaration by a member which received almost universal assent. He said: "There is but one way of teaching Euclid. Give them the book and let them learn it. Then let them come up and say it. If they trip over a word, send them back. That is the only right way of teaching geometry." We have grown out of this darkness, and recognize the process described as a great abuse of Euclid.

What is chiefly essential to Euclid's method is the form of the propositions, which consist of enunciation, statement, construction, proof, conclusion. This form is entirely due to Euclid. The defects of Euclid are only palpable when the attempt is made to use the "Elements" for modern purposes without the recognition of recent knowledge, modern needs, or modern methods. For the logic of geometry therefore we are indebted to Euclid. This is everywhere acknowledged to be a potent instrument of mental culture. Before Euclid's day his propositions were almost all known. He added the demonstrations which have been the best exercises in logic in all schools since his day. This logic has added to the appreciation of the truths themselves, and given to them the dominating value as "a discipline in the habit of neatness, order, diligence, and honesty."

7. Euclid himself set us an example which is often overlooked. Even when he knew the proofs discovered by his forerunners he was not thereby deterred from trying to prove the propositions in his own way. Neither should his proofs deprive our pupils of the pleasure and discipline of discovery. Euclid had the proof of *Eucl. I. 47* given by Pythagoras; yet he found one for himself which some think more elegant than that which he inherited. To this we will return.

The next group of theorems to those illustrating simple superposition consists of *Eucl. I. 5*, *Eucl. I. 6*, *Eucl. I. 18*, *Eucl. I. 19*. The reason for the logical, as distinct from the geometrical, proof of the last should be explained and an independent proof sought. It should be noted that to apply the method of *Eucl. I. 4* to *Eucl. I. 5* one triangle has to be turned over. This introduces folding as a kind of superposition, and consequently the principle of symmetry.

The folding of the figure is often useful for the sake of elucidation. Take for instance *Eucl. I. 32*. Fold the figure so that the crease passes through the apex, and one part of the base lies on the other. Two right angles are the result. Next fold down each angle so that its vertex falls on the foot of the perpendicular crease. The three angles are now superposed on two right angles.

The same result is arrived at if a line be drawn through the vertex parallel to the base; and, again, the same if the base be produced and a line be drawn through its extremity parallel to the opposite side. Which plan is best? If we wish at the same time to prove the two propositions usually coupled in the enunciation of *Eucl. I. 32*, then, undoubtedly, the

* See two fallacies in Ball's "Mathematical Recreations," pages 32 and 33.

third is best. If only that the three angles of a triangle are equal to two right angles, then the second is best.

Euc. I. 47, Euc. I. 48, Euc. II. 12, Euc. II. 13 should form a group. The method of Euc. I. 47 is too good to be laid aside at once. It should be applied to the last two of the series.

8. Every opportunity should be taken to prepare the way for future work. For instance, Euc. III. 35 may foreshadow Euc. VI. 6, and should afford the first lesson in poles and polars. The first few propositions of Euc. VI. should be accompanied by the simpler propositions in harmonic and anharmonic ratios.

9. In demonstrative geometry it is usual to limit the instruments to the unmarked straight-edge and the compasses. In every draftsman's office the limitation would be ridiculed. It is necessary, therefore, to make it clear that the restrictions are as arbitrary as the rules of chess or football. We may remove one or more for practical purposes, and shall not thereby invalidate the result. The rules are only necessary for the game.

This may be made clear by adding some liberty and then by making the restrictions even narrower. For instance, it is usually said that it is impossible to trisect an angle. Suppose, however, that we have a marked straight-edge and compasses, then the following construction solves the problem:—Let ACB be the given angle. With C as centre and any radius marked on the straight-edge as DE , describe a circle, cutting CB in B . Produce AC and place the straight-edge so that it passes through B and has the marked radius DE , so that D is on the circumference and E on AC produced. Then BEC is one-third of BCA .

Again much projective geometry limits the instruments to the straight-edge only. We may even try the effect of banishing the ruler and using only the compasses.

Many years ago an Italian professor gave me orally a pretty little problem: "To find the centre of a given circle by arcs of circles only, that is to say, without drawing a straight line." I leave this for your recreation. If any one, after trying, asks me for the solution, I will send it.

10. Finally, let me remark that an active imagination assists the student and researcher in geometry. Its infinite range may lead him to the transcendental, the fanciful, the visionary; yet even the dreams of geometers may come to be of use in practical science. Newton was in a fit mood to take up the subject when he was longing to unveil the mysteries of fate, and searched a bookstall for a work on astrology. He found an edition of Euclid, and the bent of his life's work was thereby fixed. But I am plunging into another infinity and must forbear.

PARALLEL LIVES: CHARLOTTE YONGE AND JANE AUSTEN.

AMONG the various disquisitions on Miss Yonge and her books that have lately appeared there are very few that show any really critical appreciation. Some, indeed, can hardly be called "appreciations," at all, being simply second- or third-hand opinions on books of which the writer knows no more than the names, and not even these, accurately, as he interpolates occasionally among them those of another author's works.

With such commentators, however, we need not trouble ourselves: but some of those who are qualified to criticize intelligently and who are most genuine admirers of Miss Yonge's writings seem to have hardly dwelt emphatically enough on what was one of her strongest points—her perception of humour. This it is which, perhaps even more than certain other of her characteristics, has kept the life in her books for nearly sixty years—which has made people of widely different ages, classes, and opinions read them again and again, and be capable of laughing over and discussing them eagerly with those of two generations their juniors.

It is strange that so little stress has been laid by her critics on that sense of fun that saves her from the sickly sentiment of some of her contemporaries, or the over-seriousness of others, and makes her children, in whatever country, in whatever rank of life or whatever century she may have chosen to create them, children still, all the world over. The little Duke (William the Conqueror's great-grandfather), the boys of "Ben Sylvester's Word" and "Friarswood Post Office," were as real

to us in our childhood as Countess Kate or the little Merrifields of "The Stokesley Secret."

Who has not laughed at Susan Merrifield's various attempts at spelling "Grosvenor"; Countess Kate's idea of "making an impression" in her own favour by repeating "Ruin seize thee, ruthless King"; Fanny's letter to her brother in prison, consisting of what she knew how to spell, rather than what she wanted to say; Mrs. King's infallible method of calculation; and the young Baron's complaint of "How could one ever become a knight when the only horse one had was old enough to be one's grandmother?" These and many other samples of genuine fun have become family jokes among those whose youth, and middle age too, have known and loved Miss Yonge. Even in her earliest stories, when her point of view was not so wide as it became in latter years, this touch of humour was always there as the grain of salt that seasoned them, and, thanks to it, she would never go the lengths of which some of her own school of thought were capable; for at certain junctures she could not help laughing at her characters, and letting them laugh at each other. This quality of hers has also much to do with that all-important ingredient in her writings—her undoubted power of making her characters live. They are all (but more especially her women and children) people who live and move and have their being in that particular period, or part of the world, in which she places them.

Her women—and, we may add, her boys—are undoubtedly better drawn than her men; but is not this the case with regard to almost all lady novelists—one of the few exceptions being George Eliot? Some of her men, nevertheless, are very true to life: for instance, Tom May, who wished to be a doctor, "only he hated sick people"; the likeable, though unsteady, Edgar, in "The Pillars of the House"—they, together with Lucilla Sandbrook and Bessie Keith, may be instanced as specimens of her power of portraying natures altogether different from her own.

Another outcome of the strain of genuine humour which she possessed is that it made her always able to perceive and appreciate it in other writers, even when not wholly in sympathy with them in many ways—Jane Austen, for example, as one may see from sundry passages from her works, quoted by some of Miss Yonge's favourite characters.

There are, of course, some points in common between Jane Austen and herself besides the quality in question. Both were born and bred in a country parish, in the same county too—that of Hampshire—and grew up among the same sort of surroundings and neighbours, rich and poor; both were familiar with the ways of the village folk at their gates, and of those of the inhabitants of neighbouring garrison or cathedral town; both had the interest of watching their own young relations and the children of their own friends, growing up around them (not to mention those friends of the animal world which certainly play a not unimportant part in country society); to both, too, were open opportunities of observing sundry diverse specimens of the country clergy. Yet, with what different eyes they saw these surroundings! How unlike in their likeness! Jane Austen, in her limited field, was a great, a perfect artist. Miss Yonge was not that; but her field was wider, and so, in some respects, were her sympathies. To Jane Austen the ridiculous element was always in the foreground, whereas to Miss Yonge the pathetic and heroic were quite as much in view, keen as was her perception of the former.

"Let other pens," says Miss Austen, "dwell on guilt and misery. I quit such odious themes as soon as I can, impatient to restore everybody not greatly in fault themselves to tolerable comfort, and to have done with all the rest." This was not Miss Yonge's way of going to work. She was moralist first and humourist afterwards; her characters all have souls to be saved, and she would have felt as if deserting her colours if she had left any of her heroes or heroines, in this cheerful half-laughing fashion, "to guilt and misery," without some touch that could hint their way to repentance and redemption.

Miss Austen's humour has been an unfailing delight to about four generations: but it is a humour that has a certain pungency, that can verge upon satire, and occasionally, in her earlier novels, upon caricature (as, for instance, in Mr. Collins, in Lady Catherine de Burgh, and Mary Bennet), whereas Miss Yonge's genial fun never bordered upon that. Jane Austen only deals with men and women of a certain rank in life, the humours of childhood and those of the labouring classes being rarely touched upon; and, when she does concern herself with the

ways of children it is with no gentle hand. As to animals, they play no part among her actors, or very little. To be sure, we know that Charles Musgrove pursued a weasel, and that Willoughby possessed a black pointer, but such instances are few and far between. Miss Yonge, on the contrary, seems as much at home with the labouring classes as with her own, and draws them with a mingled pathos and humour perfectly true to life. As for animals, she introduces them into every one of her stories, and uses them frequently to emphasize some little touch of fun or melancholy, as the case may be.

With regard to the respective merits of the portraits of country clergymen by these two authoresses, we must remember that they were drawn from a different generation, and that the type which predominated in Miss Yonge's early days was as unlike that of Miss Austen's time as it was to that of our own, and, no doubt, lent itself less to caricature; but Miss Yonge, notwithstanding her veneration for such men as Keble and some of his school, was as ready as Jane Austen would have been in her place to laugh at the extravagances of enthusiastic boys—embryo curates—who look upon themselves as saviours of society, and imagine that they are predestined to set to rights better men than themselves.

Perhaps, if it is a question of comparing two kinds of humour, Mrs. Ewing has more in common with Miss Yonge than Jane Austen. She, too, spent a good deal of her life in much the same atmosphere as they did, and she, too, had a quick eye for the fun of a situation and her own special way of expressing it. Her children are as well drawn as Miss Yonge's. Her pathos and her humour are blended with a defter hand. More of an artist than Miss Yonge, more of a moralist than Jane Austen, in her short career there was not time for that vast difference between her best and her worst work which has done something towards lessening Miss Yonge's literary reputation.

In the course of a production extending over sixty years, Miss Yonge unquestionably over-wrote herself; but, in considering her claims to the saving grace of a sense of humour, we are thinking gratefully of her *best*, and maintain that in a roll which contains the names of Jane Austen, of Mrs. Gaskell, and of Mrs. Ewing there is also room for hers—not, of course, at the head of the list, as she herself would have been the first to acknowledge. Indeed, in her humility, one cannot help thinking she would have been as much distressed by a comparison of her writings with those of Jane Austen as she would be by the comments as to their respective merits which are sure to be made if certain of her admirers carry out their plan of erecting a reredos to her memory in the Lady Chapel of the very same cathedral where for so many years Jane Austen has lain in a side aisle, with only a modest brass tablet on the wall to record the fact.*

As to the ethical element in Miss Yonge's writings, her critics have, on the whole, done her justice. There is a pure, bracing atmosphere about them which must surely be felt and acknowledged by all her readers, however far from her own their theological tenets may be. The question as to whether or not her books will continue to be read is, of course, a pure speculation; but many will agree with a recent writer in the *Fortnightly*, who stoutly maintains that not only do the children of to-day pore over Miss Yonge's story-books with as much delight as did those of half a century ago, but that her novels will keep the field when many of those which have crowded them into the background of late have been forgotten, or when (as seems probable) a reaction begins in favour of the novelists whose "realism" does not necessarily mean the photography of ugliness and evil. If these predictions are verified, it will be owing, for the most part, to that grain of salt which, as we have said before, has seasoned her stories for nearly half a century.

M. and C. LEE.

CORRESPONDENCE.

MODERN LANGUAGES.

To the Editor of *The Journal of Education*.

SIR,—It is evident that there now exists in this country a strong feeling of dissatisfaction with our present-day teaching of

modern languages. Statesmen and leaders of industry and commerce, University professors and schoolmasters, journalists and parents, all raise their voices against the deplorable results which our secondary schools produce in this department. As no one has attempted to rebut the charge, it may be taken as substantially true. It will, therefore, be necessary to inquire into the cause of our shortcomings, and then to make practical proposals for a remedy.

It has been said that the cause lies in the natural inaptitude of Englishmen to acquire foreign tongues; others believe it lies in the defective methods employed in teaching them; others, again, in the incompetence of modern language teachers themselves; finally, it has been argued that it is not desirable to treat modern languages seriously, because they are but poor instruments for mental training.

The first of these arguments—or, rather, assertions—may confidently be dismissed as an exploded myth. It is simply not true that English boys have greater difficulty in learning foreign tongues than their Continental brethren. I make this statement so emphatically because I have ample and undoubted proof of its correctness. But what is true is that German boys, in particular, take infinitely more pains over their modern language work than do English lads. And the reason for this is largely to be found in the subordinate position which French and German occupy in the curriculum of our secondary schools.

The last of the arguments enumerated may at present be dismissed as, to say the least, "not proven." The evidence of Continental experience certainly does not support this charge; and we know that many men of authority in this country have abandoned the belief that classical languages hold the monopoly of higher culture. The other arguments may, and probably do, contain a certain amount of truth; but they do not go to the root of the matter.

The *fons et origo* of the whole mischief lie in the attitude of obstinate resistance which the Universities have shown to the claims of modern languages, and in the methods adopted by head masters when compelled by pressure from outside to establish what are called "modern sides." Be it remembered that most head masters are classical men who have a firm and well founded belief in their own subjects, but fail to have an adequate conception of what the mental literary and philological training in modern languages can be, and is, in a German *Realgymnasium* and University. It would be wrong, perhaps, to blame them for their ignorance in this respect; at the same time, they must be held responsible for the consequences arising from it. This explains the attitude of many head masters towards the modern sides which they had to establish. They have done all they could to keep the more promising boys on the classical side, and have "shunted" to the modern side their less promising pupils. Consequently, the bulk of the boys on the modern side have always been those who could not get on with their classics. Moreover, French and German have not been given the same status on the modern side that Latin and Greek have always held on the classical side. Now, until this attitude on the part of head masters is changed, there will be no real reform. Improvement of the methods employed in teaching modern languages will not bring about the result desired. What is wanted is that head masters should at least condescend to test the value of modern languages (1) by giving French and German on the modern side the same number of hours, both in and out of school, as they assign to Latin and Greek on the classical side; (2) by appointing to the modern side men of equally high culture and equally thorough qualifications as they demand in their classical masters; (3) by refraining from in any way influencing boys and parents in favour of the classical side.

If that is done, the modern side will be held in higher estimation than hitherto, and modern languages will, for the first time in the history of English education, have an opportunity of showing their intrinsic value. And it may be confidently expected that the Universities, which at present largely share, and indeed have created, the prejudice by which most head masters have hitherto been influenced, will give modern languages "fair play," and admit them to the same status that the classical languages have monopolized too long. Indeed, those head masters who may be willing to make proper arrangements for the teaching of modern languages will be seriously hampered in their actions until the Universities admit a modern language as an alternative for Greek in their entrance examinations.

* Quite recently Jane Austen's admirers have placed a memorial window in Winchester Cathedral, near her grave.

These primary conditions being once fulfilled, the practical difficulty presents itself of getting thoroughly qualified men to teach modern languages in schools and Universities. This difficulty is a very real one. To overcome it in the shortest possible time, it will be necessary for the State to take the matter in hand. I venture to suggest the following plan as a solution of the difficulty. Considering that it is now generally acknowledged that this modern language question is of even national importance, it would, perhaps, not be unreasonable for the Board of Education to demand some financial assistance from the Exchequer. The paltry sum of £5,000 judiciously spent for some years to come would supply England with a staff of modern language teachers second to none in the world. The manner in which this money should be spent is as follows:—Let the Board of Education invite graduates of any British University who are in possession of an honours degree, and who wish to qualify as modern language masters, to apply for studentships of the value of £100 per annum, tenable for four years. Select twenty of the applicants who seem best qualified for the task, and send them for two years to France, and subsequently for two years to Germany. The period of two years might be reduced to one year in either country for men who have graduated in modern languages in Great Britain. It should be stipulated that the holders of these studentships undertake no work for which payment is made during their residence abroad. It is essential that their whole time be given to the study of the respective languages and literatures, the institutions, manners, and customs of France and Germany, and of the methods of teaching modern languages. As a test of their application and industry, they might reasonably be expected to obtain the degrees of *Licencié ès Lettres* in France, and of *Philosophie Doctor* in Germany. Were this scheme put in operation and continued over a period of ten years, there would no longer be a dearth of properly qualified modern language teachers, and the State might be relieved from sending out more men; for by that time a new generation of properly taught and properly trained young Englishmen will have arisen, able to continue the work without spending four years abroad. But it will then be necessary to grant every modern language master a grace term once every five years, during which he receives his salary on condition that he spends the time in France or Germany for the purpose of brushing up his languages. The cost of substitutes to fill the places of those who are absent might be borne by the County Councils, municipalities, or cities.

With such a staff of teachers and with such provision for maintaining their efficiency, the question of method will solve itself; the myth of the Englishman's inaptitude for modern languages will be believed no longer; the doubt about the value of modern languages as instruments for mental training and higher culture will have vanished. The time will have come when the English clerk will be able to manage foreign correspondence as well as the German, when the English tourist will no longer be the laughing stock of foreigners for his ignorance of spoken tongues, when the English commercial traveller will be able to treat with his customers abroad in their own language, when the English officer will be as good a linguist as the German, and when a Secretary of State for Foreign Affairs will no longer be envied by all his colleagues in the Cabinet for being able to converse in French (see *Punch*, January 2, 1901).

Before closing this letter it will not be out of place to remind future contributors to this most interesting discussion that it is most essential to keep the issues clear. Before entering into details concerning the aims of modern language teaching, the methods to be employed, &c., it is all-important to know for what kind of school the prescription is to be drawn out. It is probable that in course of time England will evolve more clearly defined types of secondary schools, such as Germany, for instance, already possesses—

(A.) Schools preparing for the Universities, for the higher branches of the Civil Service, the professions, &c. (leaving age about nineteen).—(1) Classical (*Gymnasium*), with Greek and Latin in the centre; (2) Modern, with modern languages in the centre (a) with Latin (*Realgymnasium*), (b) without Latin (*Oberrealschule*).

(B.) Schools preparing directly for practical life and for the lower branches of the Civil Service, commercial life, &c. (leaving age about sixteen).—(1) Modern schools with Latin (*Realgymnasium*); (2) modern schools without Latin (*Realschule*).

There is still another kind of school in Germany, called

Progymnasium. This, as well as the *Realprogymnasium* and the *Realschule* (though their course is a complete whole), exists mainly in the smaller towns, and some of their pupils proceed afterwards to schools of class A.

It goes without saying that the aims and methods of the various kinds of schools must differ widely if they are to fill the place assigned to them in the educational system of the country. In a classical school preparing for the Universities modern languages will necessarily occupy a subordinate position, and may well be taught for mere utilitarian purposes. The methods employed should therefore leave out of consideration the teaching of composition, and should ignore all grammatical points which are not absolutely necessary for a true understanding of French and German constructions and forms. Again, in a modern school preparing for the Universities, for the higher walks of commerce, and for industry, modern languages must be the main instrument for mental training, logical thinking, and literary appreciation. Finally, a modern school preparing for business, clerkships, &c., with a leaving age of sixteen, must aim at getting the maximum of mental discipline with the maximum of practical proficiency out of the modern language teaching within the given time. The limits of time are quite sufficient for turning out youths who are perfectly capable of speaking, reading, and writing plain French and German as far as they require it. In a system of secondary schools intended for definite objects there can be no difficulty in assigning to each branch its task, or in choosing the appropriate method.

It is to be hoped that we shall have at the same time a well organized higher primary school, corresponding to the French *école primaire supérieure*, whose aim should be not to meddle with secondary education, or to become the rival of the secondary schools (as is the case with so many of our higher-grade schools), but to fill the place of a primary school with a somewhat extended curriculum, the extension being in depth rather than in width.

The time is at hand when the organization of secondary schools and school subjects on rational and definite lines has become an imperative national necessity. Let every one who has clear views on this great question bring them before the public—for it is the indifference of the general public which makes progress so difficult; and let the men at the helm see to it that something is done before it is too late—"Videant consules, ne quid res publica detrimenti capiat."—Yours, &c.

February, 1902.

ZEITGEIST.

TRAINING OF TEACHERS IN INDIA.

To the Editor of *The Journal of Education*.

SIR,—In the issue of *The Journal of Education* dated July, 1901, a reference was made under the head of "India" to the educational work being done at the Girgaum Girls' High School, Bombay. I can vouch for the fact that the Government is wholly unable to take the initiative in the establishment of what is still the most crying educational want of Bombay—training colleges for secondary teachers.

The recurrence of plague for the past six years has crippled most seriously the resources of Government. Several departments of education have suffered in consequence. As regards colleges for secondary teachers, no systematic organization by the State has been attempted or been possible. Our school has been, and is still, doing all in its power to supply the want.

The difficulties which confront us in dealing with the situation are by no means few or small. Among them are the following:—(1) the poverty of the class from which students are drawn; (2) the comparative paucity in numbers of the Europeans and Eurasians which constitute the majority of our students; (3) the necessity often experienced by young girls of earning as soon as possible a few rupees a month in order to eke out what is at best a bare livelihood for their families; (4) the low salaries obtainable by teachers, whether trained or untrained; (5) the comparatively small difference between the salaries of trained and untrained teachers; (6) the comparatively poor prospects of all European and Eurasian teachers, however efficient, in the Bombay Presidency. The reason of this is that the highest posts in native schools are filled by well educated intelligent natives. Native mission schools are as a rule managed by European or American missionaries. The highest posts in European schools are usually taken by men and women from England, Scotland, and elsewhere outside India.

Under these circumstances it would seem that the only solution of this difficult problem, the training of secondary teachers, is to be found in the meantime in the direction of establishing and maintaining a scholarship fund for needy students, so that these may be encouraged to give up one or two years for the purpose of receiving that

training for their profession as teachers which, if necessary for women and girls in England and elsewhere, *i.e.* outside India, is, to say the least, no less so for those in India. Indian-born girls, whether they be of pure European or mixed descent, have not as a general rule that physical, intellectual, and moral calibre which we are accustomed to meet with, and more or less take for granted, in England. Hence it is that they need, if anything, more help, more encouragement, stimulus, and sympathy, and even more financial assistance, than those of the corresponding social class in England. With the few scholarships hitherto available, most encouraging results have been achieved, and students have been trained who, as teachers, would compare favourably both as to character and attainments with their more favoured sisters in the United Kingdom. May I venture to hope that the sympathy of your readers may be enlisted and that some may be willing to afford much needed help to would-be students in Bombay. A full scholarship is Rs.10 12 annas per mensem or £8. 12s. per annum. I am, Sir, yours faithfully,

A. E. EDGE.
(Late Head Mistress of the Leicester High School;
present Lady Principal of the Girgaum Girls' High
School, Bombay; Fellow of the University of Bombay.)

[We shall be happy to forward to Miss Edge any contributions to the "Girgaum Scholarship Fund" sent to the Office of the *Journal*.—ED.]

A WORLD'S HISTORY FOR SCHOOLS.

To the Editor of The Journal of Education.

SIR,—In answer to "E. L.," might I call attention to "Great Events of History" (Collier), published by Nelson, Edinburgh? It is not quite what "E. L." requires, but, at the same time, I have found it an invaluable stop-gap, as it sketches in the portion 20 B.C. to A.D. 1894. As a reader I have found it useful, even in Form III, as its abundant illustrations and clear vivid style are attractive to the children. With Form IV. it can be used as a lesson-book, or oral lessons can be given on its chief chapters, the pupils revising their hazy recollections of these at home by reading the chapter for themselves. I also use it to introduce the practice of writing "recollections" in class, which encourages pupils to seek for threads of continuity; and they also learn note-taking from the descriptive chapters, most school-girls having extremely vague notions of this useful art. In Form V. I generally find the girls are quite ignorant of most of the names of celebrities appended to each period. It makes an interesting lesson to assign a name to each pupil, and require from her by the next lesson a good *oral* account of his life. This causes keen hunts through home libraries. In Upper V. we have had most animated lessons by dividing, say, Napoleon's life among a dozen or more girls. One would be required to get up his early life, another his first Italian campaign, a third the description of the Battle of Leipzig, while even the dullest mortal could collect a few facts about Josephine, Louise, or Ney. I require them to give us these *orally*, as our girls are far behind their Continental sisters in their power of fluent clear delivery. "Great Events" gives enough matter for a commencement, and the bright girls soon begin to go further afield for their facts. I have treated the Thirty Years' War, the French Revolution, the Crusades, Louis XIV., in a similar manner, and find this a good introduction to Greek and Roman history proper in Form VI. White's "Christian Centuries" is also good, but hardly suitable as a class book till Upper V. or VI.—Apologizing for trespassing on your space, I am, Sir, yours truly,

(Miss) E. C. ANDREWS.

Priory House School, York, February 3, 1902.

TESTIMONIALS—A RIGHT OR A FAVOUR?

To the Editor of The Journal of Education.

DEAR SIR,—I should like to have the opinion of your readers on the question of testimonials, and, if possible—if it is fair to ask it in this way—the legal opinion on the matter. Are head mistresses bound to give a written testimonial to the assistant mistresses if the latter have given satisfaction in their work? Or are the assistants at the mercy of the whim and caprice of their head? Supposing an assistant mistress has taught for several years in a school, and, wishing to make a change, asks for a testimonial. It sometimes happens that the head mistress replies: "It is not etiquette. I will not give you a written testimonial, but shall be glad to answer any letter or any inquiries made about you."

Supposing, for the sake of argument, that the assistant wants to take a year's holiday and rest, and meanwhile her former head mistress dies or marries or retires, and the assistant loses all clue to her whereabouts, is the assistant to forgo all the benefit of her experience in teaching because her head mistress declined to give her a written testimonial?

Or supposing the assistant mistress wishes to get a post in the neighbouring countries of Scotland or Ireland, France or Germany, or the Colonies, has she no right to demand and get a testimonial which would obviate the necessity of writing hither and thither, and the annoyance of much delay?—Yours faithfully,

HEDDA CEDERSTRÖM.

THE ENGLISH HIGH SCHOOL AT CONSTANTINOPLE.

The inauguration of the new buildings of the English High School at Constantinople took place on December 20. In the absence of the British Ambassador, the chair was taken by M. de Bunsen, who heartily congratulated the trustees on the successful completion of the new buildings, and on the admirable education given in the school under the direction of Miss Green. M. Pears, Chairman of the Committee, shortly sketched the history of the school, originally founded by Lady Stratford de Redcliffe (later Lady Canning), who about the year 1850 established the first systematic English education in Constantinople, under the Misses Welsh. In 1858 Sultan Abdul Medjid generously gave the land and the building in which, till last year, the school was carried on. During the unsettled period of the Russo-Turkish War the school was completely closed, but in 1881 Lady Stratford transferred the control of the school and premises to a body of trustees, of whom the British Ambassador was to be always president. The support and interest of successive ambassadors has been very helpful since then. In 1883 Miss Porter, of the Edghaston High School, was appointed Head Mistress, and a new period of prosperity was begun. On her marriage, some eight years later, Miss Green, previously Head Mistress of the Dudley High School, was elected, under whose direction the number of pupils has risen to 140, consisting, to a large extent, of daughters of English residents, but including also many girls of Greek, Armenian, and other nationalities; lately, for the first time, a little Turkish girl is among them. During the period of its growth, the school was greatly indebted to the late Mr. Wrench, H.M. Consul for many years at Constantinople. He took the keenest interest in its development, and on his lamented death, a few years ago, it was felt by all who knew him that the memorial raised to his honour should be devoted to the new buildings. General and warm appreciation was expressed of the excellent work being done by Miss Green and her assistants, with the heartiest good wishes for the continued success of the English High School.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

By the "Draft of an Order in Council for providing the manner in which a Register of Teachers shall be formed and kept, presented pursuant to Sections 4 and 5 of the Board of Education Act, 1899, and ordered by the House of Commons to be printed January 21, 1902," the Teachers' Guild is one of the six bodies to be represented by a member each on the first Registration Council of twelve members, of whom the six other members are to be appointed by the President of the Board of Education.

The Council of the Guild met on December 7, 1901. A list of the twenty-two members who were present is set out in the *Teachers' Guild Quarterly*, December, 1901, page 51. The chief work of the meeting was the consideration of the Chairman's motion: "That the Council deliberate on questions of curriculum to see if agreement can be attained on the right order of subjects in secondary schools," and of Miss H. Busk's motion: "That the Council draft a sketch of an Education Bill giving expression to the views of the Teachers' Guild on the organization of education." After careful discussion the curriculum question was referred to the Education and Library Committee for them to consider, if an inquiry into the matter of curriculum be undertaken, what time, trouble, and expense will be involved, and to report to the Council.

The mover of the second resolution eventually modified it to run as follows: "That the Council draft a memorandum giving expression to the views of the Guild on the organization of education and on the main points that should be included in the next Education Bill, and that it be referred to the Political Committee to prepare such a memorandum and report to the next meeting of Council." In this form the resolution was carried.

At the Council meeting on January 25, there were present the Chairman (Canon Lyttelton), Mr. J. W. Adamson, Miss A. B. Anderton, the Rev. J. O. Bevan, Mr. E. Blair, Miss H. Busk, Mr. G. F. Daniell, Miss F. Edwards, Miss M. Green, Mr. F. B. Kirkman, Mr. J. R. Langler, Mr. J. W. Longsdon, Mr. H. A. Nesbitt, Miss E. Newton, Mr. F. Storr, Mrs. J. S. Turner, Miss A. Verrall, Mr. J. Wise, Miss M. Wolsley-Lewis, and Miss A. Woods.

The following resolutions were considered and settled to be presented, in the form of a Memorandum, signed by the Chairman, to the Lord President of the Council:—

"My Lord Duke,—I have the honour to report to your Grace the following resolutions on the subject of the organization of education, and on the main points which the Council of the Teachers' Guild of Great Britain and Ireland hope to see included in the Education Bill or Bills of the present Session of Parliament.

1. That there should be one Local Authority for all education other than non-local secondary education and University education.

2. That the control of education should be a function of the Authority appointed for general local purposes, and should be exercised by a Statutory Committee in each area. The case of London and of other very large cities seems to demand separate treatment.

3. That, following the lines of the Bill brought in by the Lord President of the Council in A.D. 1900, the Statutory Committee should be an Education Committee of the administrative County Council or of the County Borough Council, formed in accordance with a scheme drawn up by the Council and approved by the Board of Education.

4. That the scheme should provide for the inclusion in the Education Committee of an adequate proportion of persons, male and female, who are not members of the Council, with experience in teaching in schools, and with expert knowledge of the requirements of the locality. These members should be co-opted by the Education Committees.

5. That the areas under the control of the Education Committees should be not less than those of existing administrative counties and county boroughs, but that the scheme may provide for a Joint Education Committee of two or more Councils, the population of the combined areas controlled by those Councils being not less than 100,000.

6. (a) That Local Education Authorities should be empowered to make grants to any efficient secondary schools, whether public or private, within their respective areas. (b) That it should be permissible to hold county scholarships at any efficient secondary school or University college.

7. That it is in the public interest that an immediate survey of all schools other than elementary should be provided for by statute, and required from each Local Authority, with details as to accessibility, buildings, fees, number of school places, number and ages of pupils, curriculum, constitution; number, qualifications, salaries, and pensions of staff; such survey being directed to ascertain how far the schools are *prima facie* suitable to the needs of the locality, and being distinct from such inspection as may be subsequently undertaken to test the efficiency of the teaching.

8. That it is desirable, in the case of proprietary schools, and essential in the case of endowed schools, that the Local Authority should be represented on the Governing Body.

9. That the Council of an administrative county or county borough be empowered to raise an education rate in accordance with the needs of its area, and to allocate that rate to the Education Committees of the Urban and Rural District Councils, School Boards, or other bodies of managers of schools, at its discretion, provided always that an appeal lie on the part of the Education Committees, &c., above-mentioned from the County Council to the Board of Education.

10. That voluntary schools should be under no disadvantage with regard to the allocation of the education rate, provided always that they accept representation of the Local Education Authority on their managing body.

11. That it be the duty of the Local Authority, to be enforced by the Board of Education, to see that an adequate supply of primary, secondary, and technical schools is provided within its area.

I venture to express the hope that these resolutions may receive consideration from your Grace in connexion with any legislation for the organization of education which may be proposed by His Majesty's Government.—I remain, your Grace's faithful servant,

E. LYTTETON,
Chairman of Council of the Teachers' Guild
(on behalf of the Council).

The local Guild for Southampton and district was formally affiliated as a branch of the Teachers' Guild.

Thirty-two Central Guild members were elected at the two Council meetings, and forty-nine Branch members, including, besides the Southampton Branch original list, one Brighton member, one Cheltenham member, and seven Norwich members.

The Council will meet again on March 6, when it will deal with important reports from its Political and Education Committees on the new "Order in Council for providing the manner in which a Register of Teachers shall be formed and kept," and on the subject of curriculum respectively. Reports will also be presented by the Organizing Committee and the Finance Committee.

CENTRAL GUILD.—The annual meeting of Section A took place on February 3, at Pond House School, Clapton, by kind invitation of the Principal, Miss Pearce. Miss Newton was elected President of the Section for the year, in succession to Mr. Stanley Anderton. At the conclusion of the business an entertainment, arranged by the staff of Pond House School, was provided. The programme included, besides music, songs, and recitations, a very successful dramatic sketch from "Cranford," and was throughout much enjoyed by those present.

A condensed Report of the Teachers' Guild Educational Conference on January 13 and 14 will appear in the *Teachers' Guild Quarterly* on March 15.

CALENDAR OF SECTION MEETINGS.

March 7.—Section B, at 8 p.m. Lecture by Miss H. Busk, "A Visit to Sicily," illustrated by a series of specially prepared lantern slides, in the Botanical Theatre, University College, Gower Street, W.C. Open also to Sections A, C, and D.

March 10.—Section A, at 7.30 p.m. Lecture by Miss Storr, "Practical Arithmetic," at the Central Foundation School, Spital Square, E.

March 14.—Section G. Annual General Meeting and Lecture. (Particulars will be sent to members.)

March 15.—Section E, at 8 p.m. Conjoint Meeting, open to all Sections. Lecture by J. Churton Collins, Esq., M.A., "Ruskin as an Educational Reformer," at the Sesame Club, 29 Dover Street, Piccadilly, W.

March 17.—Section F, at 8 p.m. Paper by Victor Spiers, Esq., "Modern Language Teaching," at the High School for Girls, Clapham Common (South Side), S.W.

May 12.—Section A, at 7.30 p.m. Paper, "Natural History Resources of this Neighbourhood," by J. E. Gardner, Esq., at Abney College, Portland House, Stamford Hill, N.

May 25.—Section E, at 8 p.m. Lecture, "Good Taste," by Miss Rossi, at 173 Cromwell Road, South Kensington, S.W.

June 6.—Section G. Visit to Windsor.

June —.—Section E, at 8 p.m. Lecture, "How to become a Humorist," by the Rev. S. C. Tickell, M.A., at St. Mark's College, Chelsea, S.W. (Exact date will be announced to members.)

The Offices of the Guild and the Library will be closed on Good Friday, Easter Eve, and Easter Monday.

BRANCHES.

Cheltenham.—A meeting of the Branch was held at the Ladies' College on December 13, 1901. The chair was taken by Mr. A. S. Owen. Officers for the ensuing year were elected. The Rev. R. Waterfield, Principal of Cheltenham College, having resigned the office of President, it was decided that the Rev. A. J. Owen be asked to undertake the office. Four members of the Committee (Rev. A. I. Smith, Mr. Tyrer, Mr. W. A. Wintour, and Miss Whittard) having resigned, Miss Sturge and Miss Brown (Cheltenham Ladies' College), Mr. M. A. Cooper (Dean Close School), and Mr. C. I. Gardiner (Cheltenham College) were elected to fill the vacancies. The other members of the Committee were next elected—viz., Miss Beale, Miss Louch, Miss Cadogan, Rev. Dr. Macgowan, Rev. J. G. Derrick, Mr. C. H. King, Mr. Wheeler, Mr. Whittard, Mr. A. S. Owen; Miss C. E. Andrews and Mr. L. M. Wallich, Hon. Secs. Mr. Wallich was re-elected Hon. Treasurer. At 8 p.m. Mr. A. J. Herbertson, Lecturer in Geography in the University of Oxford, read a very interesting paper on "The Teaching of Geography." A discussion followed, in which Miss Beale, Miss Louch, Miss Reid, Mr. Gardiner, and Mr. Wallich took part. The proceedings terminated with a vote of thanks to Mr. Herbertson, proposed by Mr. Wallich and seconded by Mr. Gardiner.

Manchester.—The Annual Meeting of the Branch was held on January 31 at the Manchester Girls' High School. Mr. H. A. Johnstone, of Stockport, the President, was in the chair, and there was a good attendance of members. The gathering included Miss S. Burstall (President-elect), Prof. Wilkins, Prof. Withers, Mr. Lyde (Head Master of Bolton Grammar School), Miss Caroline Herford, Miss Greener (Whalley Range), and Miss Lang (Bowdon). Mr. W. J. Chatterton (Hon. Secretary and Treasurer) read the report of the Council and the balance-sheet. Miss Burstall was elected President for the year 1902, Miss Caroline Herford, Mr. H. A. Johnstone, and Prof. A. S. Wilkins, Vice-Presidents; Miss S. L. Dendy, Hon. Librarian, and Miss Edith C. Wilson and Mr. W. J. Chatterton, Hon. Secretaries, the latter also being Hon. Treasurer. The new President (Miss Burstall) gave an address on "The London Technical Education Board as a Secondary Education Authority: its Work and some of its Lessons." In the course of her address Miss Burstall said she wished to put before the Guild a system of educational organization so broad, so complete, and, on the whole, so excellent, that it deserved to be known to every one interested in one of the most pressing problems of the day. It was not for her to apply to the condition of things in Manchester any lessons which could be drawn from the work of the London Technical Education Board, but she would suggest that those who were interested in the subject should study it for themselves. What was done in London might be of some suggestive value to any other great centre. Until ten years ago there was no educational organization in London. For some years after the passing of the Technical Education Acts the money which was available under them had been directed to the relief of the rates, but about ten years ago the London County Council had formed the Technical Education Board. There were thirty-five members upon that Board—twenty members of the County Council, thirteen persons elected by the City and Guilds of London Institute, the School Board for London, the London Trades Council, the Trustees of the London Parochial Charities, the Incorporated Association of Head Masters, and the National Union of Teachers, and two persons (including one woman) co-opted by the Board. There were Committees of Domestic Economy, Finance and General Purposes, Higher Education, Polytechnics, Scholarships, Science, Art, and Technology, and Secondary Schools. The Board had wisely begun by helping existing institutions, and had only filled up gaps as it had found them. It had established

a domestic economy school, an arts and crafts school, a school for lithography and photo-engraving, a school for carriage building, and other schools for trades which had not been otherwise so provided for. The Board had no power actually to build secondary schools, but it had generously helped secondary schools which were doing good work. Beginning with the encouragement of technical education, the Board found that it must encourage also secondary education, which must be at the foundation of a sound technical training. The rich schools, of course, were not assisted, but many of the boys' second-grade schools, where the fees were low, were helped considerably. The Board decided that women and girls should be assisted as much as men and boys, and it had interpreted that principle in a very generous way. The assisted secondary schools all had on their boards of governors representatives of the Technical Education Board. The expenditure of the Board last year was £200,000, of which £42,000 was granted to secondary schools for maintenance and £1,200 for equipment, £38,000 to University colleges and polytechnics for maintenance and £18,000 for equipment, £27,000 for county scholarships, £24,000 in Government grants, and £7,000 for domestic economy. The institutions aided or conducted by the Board were four schools of the Universities, nine polytechnics, six institutions conducted by the Board, ten technical institutes, eleven schools of art, seven sets of special evening classes, forty-seven secondary schools (twenty-five boys, fifteen girls, and seven mixed), and twenty-one domestic economy schools and classes. There were 2,683 scholars under the system of scholarships at secondary schools. The scholarship system was most valuable, and thousands of boys and girls had benefited under it. She only wished that Manchester had as many scholarships for elementary-school children in proportion to population as London had. It was not an unknown thing for Manchester girls to go to London in order to qualify for Intermediate Scholarships under the Technical Education Board, with maintenance, which carried them on from the age of fifteen to eighteen. The grants in aid given by the Board were most valuable, particularly to the girls' secondary schools, and sometimes they were given on the condition that good salaries were paid to the teachers. Such a system as she had sketched should appeal to that Guild, whose watchwords were unity, co-ordination, expert opinion. These principles had been successfully put into effect in the ten years' work of this educational authority, which, with vigour and initiative, had accomplished the work of unification, co-ordination, and true educational progress for the toiling millions of London. A brief discussion followed, and on the proposition of Prof. Wilkins, seconded by Prof. Withers, Miss Burstall was accorded a hearty vote of thanks.

Norwich.—The last meeting of the autumn session of the Branch was held, on December 6, 1901, at the High School, where, in the presence of a large gathering of members, Mr. Walter Rye lectured on, "Manners and the Want of Manners in the Seventeenth Century." Mr. H. Oake, B.A., the President, was in the chair. A half hour before the lecture began was devoted to the annual business of the Guild. Dr. Wheeler and Miss Howden were elected to supply two vacancies on the Committee; Miss Gadesden, Mr. D. O. Holme, and Miss Hill were elected Vice-Presidents; Mr. A. R. Golden, B.A. and Miss Lake (of the Norwich High School) Hon. Secretaries; Miss Cooper Hon. Treasurer; and Mr. A. Mottram Hon. Auditor. The annual report set forth that during the year the work of the Branch had been characterized by considerable success. A membership of about a hundred had been maintained, and many interesting lectures given. The report went on to express regret at the departure from Norwich of the Rev. F. C. Dawes, and at the death of the Rev. W. A. MacAllan, whose genial presence the members greatly missed. As in previous years, the members had been much indebted to Miss Gadesden for her hospitality on many occasions, and for her help in other ways. They recognized also the willingness with which the members of her staff supported her in an endeavour to make the meetings pleasant as well as profitable. The report continued:—"The close of this year marks a change in the office of Secretary. Mr. H. Oake, B.A., has been elected President, and Miss Hill, after three years of splendid service, has asked to be relieved of her duties. The fact that Miss Hill has now been elected to be a Vice-President will, we hope, assure her that the members fully appreciate the excellent work she has done. The Committee have been fortunate in being able to nominate as joint Secretaries Miss Lake, of the Norwich High School, and Mr. A. R. Golden, B.A., and the result shown by the voting papers recently issued testifies that we all welcome them to their post, in the assurance that we shall find in them two Secretaries who will do their best to maintain the high position we have attained among the Branches of the Guild." The report was adopted, on the motion of the Rev. H. W. Wimple and Miss C. Clark. Mr. Rye, proceeding with his lecture, said that in treating of the manners of the seventeenth century, he could truthfully take as his text the report once made by a midshipman on the manners prevailing in an island that he had had to visit—"Manners none, customs beastly." Our ancestors of three centuries ago had etiquette enough, but of real manners, as we understand them now, they had practically none. In abundant justification of this point, Mr. Rye proceeded to quote from a book entitled, "The Rules of Civility; or, Certain Ways of Deportment observed amongst all Persons of

Quality upon several Occasions." It was difficult to imagine how free spoken people must have been when it was necessary to warn them that "it is unmannerly to make comparison with the person with whom you are speaking to discover the imperfection of another, as to say to a lady, 'Such a person is of no good reputation; I know her well; she is fat and swarthy, like your ladyship.'" The "person of quality" himself got a broad hint what not to do, for he was told that it was not becoming, "when in the company of ladies, to handle them roughly, to kiss them by surprise, &c." When you visit "his lordship" you must not pick your nose or scratch; and you are "admonished to forbear hawking or spitting, as much as you can." "In conference with a person of Quality, it would be saucy or ridiculous to pull him by the Buttons, Bandstrings, or Belt, and most of all, to punch him on the Stomach." The deference which an inferior had to show in writing to a superior was of a kind which, nowadays, would be regarded as simple grovel. Simple grovelling, however, was not yet dead, and he could, if he dared, read letters from a parson not far from Norwich to his squire, thanking him for benefits received, and no doubt prospecting for others to come. In thanking him the parson wrote that the thanks of the village were due first to the squire, and secondly to Almighty God, for sending him to the parish. By way of illustrating the manners prevailing in private society in the home, in church, and elsewhere, Mr. Rye proceeded to quote copiously from various sources, Evelyn and Pepys more especially. In regard to matrimony, he made use of some interesting local references in the letters of the Le Neve, Gawdy, and Hobart families. He said: The various attempts made by Oliver Le Neve (he who killed Hobart in a duel in the pightle by Cawston Woodrow) to get married, and the trouble his friends took to find a good match for him, are all worth telling. In 1697 his friend Millicent writes him that his wife's niece is staying with them—"a young, comely, good-humoured, ingenious widow, aged between nineteen and twenty, worth at least, to our knowledge, £15,000"—and implores Le Neve to come and court her before she gets snapped up in London. Possibly Le Neve thought, with old Weller, that widows were bad enough, but that an ingenious widow was a little too much of a good thing. So nothing came of it. He was more lucky the next time, however. Millicent, who was then at Bath (then, as later, as great a marriage market as ever), writes him thus: "Come and see if there are any you like. I know two sisters who divide £1,200 per annum, and are extraordinary fine women." A month or two later matters progress a little, and he writes: "I have made inquiries about the Sheffield, £3,000 ready money will be laid down, and, if Mr. Sheffield likes, £4,000 and the estate, when he dies, between the two sisters, whose just characters are:—The eldest, tall, well-shaped, mild temper, extraordinary housewife, her father's commands a law, and not acquainted with any one young man; her face very agreeable, her age twenty-nine. The youngest sister, a beautiful face, not tall, much inclined to fat, and in her temper a perfect stoic; not of so ready or pleasing conversation as the other; her age twenty-six. If you find any suitable to your inclinations, I should be glad you'd begin whilst we are here." Le Neve, who was then about forty-three, entertained the idea; for, after some bargaining with the papa on financial matters, Millicent wrote:—"They all dined here on Tuesday, when I had the opportunity of making remarks; and I do assure you (in my opinion) the character (of them) I gave before is short (of a truth). Cousin Biddy has told the young lady who modestly consents to what her father pleases, who says you must ask his daughter whether she is wishing to be a mother-in-law." This prosaic match came off all right, for on July 31, 1707, he married his third wife, Elizabeth, daughter of Robert Sheffield. Sometimes, when would-be mothers-in-law saw an advantageous match, they dispensed with the negotiating part of the business altogether, and married the young man to their daughter right away. This was the case when (as told in the Isham diary) Lord Maidstone, the son of Earl Winchelsea, then a boy of about fourteen years old, and at Cambridge (they went early then), was brought down here into Norfolk by his tutor to avoid the plague then raging in the Varsity. As it turned out, this was jumping out of the frying-pan into the fire, for Mrs. Windham, of Felbrigg (seeing her chance to secure a live lord for a son-in-law), contrived a match, and brought it off without consulting the earl, who was extremely furious, "as the girl had very little dowry." But it didn't matter very much, for he was killed by the Dutch at sea when very young. Just as at present, however, the *nouveau riche* was often willing to pay for a noble alliance; and we read that Sir Edward Coke (ancestor of the Earl of Leicester) "would not stand out for money to match with a good family." Sometimes a girl had a narrow escape of being picked up by a fortune-hunter. In the Le Neve letters we are told how John Norris, of Norwich, having a mind that his daughter Betty should see a "little further than country breeding," sent her off to Francis Neve, a London merchant, near the Exchange (who had married his cousin), in the hopes of having her polished up a bit, and wrote that the Londoner's wife's "prudent directions we shall always listen to for her better breeding." But they reckoned without the London 'prentice, who was proverbially bold and pushful, and he soon worked on the girl's feelings, so that he almost persuaded her to say that she *had* been privately married to him, concocted a forged marriage certificate, and had the impudence to bring it

down here to her father. But the old man acted with businesslike promptitude and despatch; and, having got his daughter back, wrote sarcastically to his cousin: "I suppose you do not use to spare your apprentice to run up and down the country when he lists. I desire your order to secure him here as a runaway." It's just as lucky as not for the 'prentice that the order did not come down here in time, or the merchant's friends on the Bench at the Guildhall would have "larned him" not to do such things here. As it was, he "saw the snare, and he retired"; and so end the loves of the bold 'prentice and the country heiress. We find that, in 1632, Antony Mingay, of Norwich, advised Framlingham Gawdy of a rich widow. "One Mr. Gooch, once a chief constable, died two months ago at Hoe, near Dereham, and is said to be worth £8,000 or £10,000 or £12,000 according to different rumours." He tells him she is a comely woman, between forty and fifty, and suggests that, as Philip Calthrop lives in the same house and has much influence, he might be of use. Widows were rather prominent articles in the marriage market. Miss Mingay writes from Tunbridge Wells in 1635:—"I met a young widow in the street—Alderman Pearce's widow—she hath a great voice; I heard her talk as she went. She is worth £10,000. She hath four daughters and they have £5,000 apiece. She is tall and straight, and lives hard by the Old Exchange. Think of this." He apparently did think of this, and came to the conclusion that £10,000 was not enough for a widow with a great voice. Dealing with the customs of the times in relation to public religious observances, Mr. Rye told a number of excellent stories. The late Parson Berney, of Braconash, had been offended by two judges living in his neighbourhood, and they came unwarily into his church together one Sunday morning. Promptly he changed his text and preached at them on the subject of the unjust judge, with local illustrations. L'Estrange told a good anecdote of a pious parson, who was born before the era of teetotalism, saying, "that a glass or two of wine extraordinary would make a man praise God with much alacrity." Mr. Rye was warmly thanked for his lecture on the proposition of Dr. Wheller, seconded by the Rev. H. Wimble.

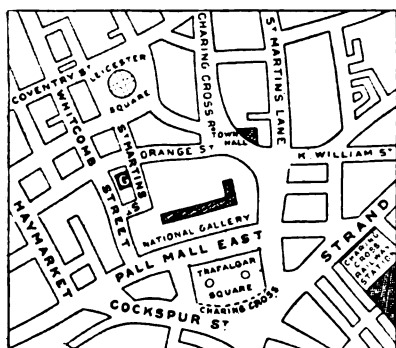
Plymouth.—On November 26 Miss Raymond, Head Mistress of the Devonport High School, favoured the Guild with a lecture on "The Early Flemish School of Painting." The lecture, which was of a most interesting and instructive character, was rendered additionally effective by limelight illustrations of some of the masterpieces of the most celebrated painters of the school. The Chair was taken by the President, Miss Turnbull, Head Mistress of the Plymouth High School, and the lecture was preceded by the usual *conversazione*, at which Miss Scott, Head Mistress of the Plymouth College for Girls, presided. The

lecturer, in the course of her remarks, stated that "The Early Flemish" artists flourished in the fifteenth century in Flanders under the rule of the House of Burgundy. Chief amongst them were Hubert and Jan van Eyck, Roger van der Weyden, Thierry Bouts, Hugo van der Goes, Hans Memlinc, and Quentin Metsys. 'The Mystic Lamb' (S. Bavon, Ghent) is the most famous picture of the school, as it is also the first extant. It is a visible 'Te Deum.' The qualities for which these painters are most celebrated are their splendid and brilliant colouring, extreme truth and accuracy—shown in the smallest detail—and exquisite perfection of finish. Their skill in portraiture and lovely delicate landscapes are also admirable. They fail at times in knowledge of perspective, in atmosphere, in freedom of grouping. These faults may be attributed, in part, to the influence of stained-glass windows, carved wood altar-pieces, painted statues in gilt niches, and manuscripts with their illuminations and miniatures. Many of these arts were practised by these Flemings as well as their own art proper. They, on the other hand, have left strong impress on succeeding ages, especially in all sacred pictures. Van der Weyden may be said to have left formulae for all the Gospel scenes. Scarcely ever is a church window filled with stained glass whose design may not be traced to Roger's influence. Jan van Eyck did not discover or invent oil-painting—as sometimes erroneously stated; but he discovered how to make a siccative oil—a revolution in painting. All the pictures (to be shown by the lantern) are painted in this medium, and on wooden panels—except one which is in tempera on linen. They are nearly all altar-pieces. These, and a few portraits, were all the art attempted then. Painting, indeed, had scarcely come to consider itself an art, but numbered itself with the handicrafts. In Jan van Eyck's days, the Guild of S. Luke (to which he and every painter was bound to belong) included saddlers and glass makers. A century later, these have dropped out, and their place is taken by rhetoricians and literary men. What was background in Van Eyck becomes foreground in the next century. Art travels North—Tournai, Brussels, Louvain, Ghent, and Bruges were the homes of the earlier Flemings, but Quentin Metsys passed on to Antwerp, and, after him, art crossed the border to find a new home in Holland amid the new influence of the Reformation. We have but few details of the lives of these men. With difficulty can we discover the place or date of birth; but from the Guild registers we can generally learn whom the painter married, when and where he joined the Guild, the place and date of his death and burial. Almost all of them appear to have led quiet, prosperous, uneventful lives. Their art was their life, and there they are imperishable."

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OCCASIONAL NOTES.

THE promise of the King's Speech and Mr. Balfour's assurance of an early and honourable place have been redeemed, and we have before Easter, not a lopsided measure, nor an Abbé Sieyès' *projet de loi*, a paper draft not intended to get beyond the House of Lords, but a comprehensive Bill dealing with the whole of primary and secondary education. The croakers who prophesied a half Bill or no Bill at all now tell us that either the primary part will be withdrawn or that it will be wrecked between the Symplegades of denominationalists and anti-denominationalists. We draw a more favourable horoscope, and predict that the Government will wipe out the memory of its previous retreats and failures, if only it will screw up its courage and abandon the pusillanimous policy of local option.

ALONE among our contemporaries we declined, last month, to despair of an Education Bill introduced before Easter. The dailies and the evening papers long ago predicted no Bill at all, while our weekly educational organs despaired of anything more than a truncated secondary Bill, or even only a Cockerton Continuation Bill. The Church papers have, however, stuck to their guns and fulminated unceasingly against the Government if they declined to fulfil the whole of their promise, and at once. As specimens of their faithful dealing with the powers, we find such phrases as "the Government has entirely forfeited its claim to support," is "playing fast and loose with the question." This is, undoubtedly, the way to produce a result. As long as a Bill was merely demanded by those obscure persons who are interested in education, it could with impunity be put off from year to year, but once let a powerful "interest" come in and threaten political vengeance, and the question becomes one of urgency. It

is the perilous state of the voluntary elementary schools, and the fact that in dozens of large centres of population a School Board cannot be staved off another year, which has secured for the Bill a first reading before Easter.

AS we anticipated in our last issue, the West Riding agitation against the assumption of elementary powers has died out. The sole capture since then has been the County Council of the Isle of Wight, thus making four dissentients in all. From Middlesex, as well as Surrey, has come a strong counterblast, and that county, not content with a polite negative, will ask the County Councils Association to declare "that it is desirable that the County Authorities to be established by the proposed Education Bill should at all events have the option of taking over the work of elementary education." As a specimen of how the opponents of the Government policy injure their case we need only glance at the proceedings at the last meeting of the East Suffolk Technical Committee. It should be premised that this body (whose importance may be gathered when we mention £5,000 a year as its expenditure) has from the first conducted its business with open doors like a School Board—a step taken by no other County Committee in England—and is presided over by the Rev. J. F. A. Hervey. The Chairman, having read the West Riding resolution and rebutting statements from other County Councils, delivered himself as follows:—"County Council Secretaries were no doubt desirous of taking over elementary as well as secondary education; he dared say they would take over the whole government of the country if they could." If this method of attack on public officials who, of course, cannot reply is the best weapon of this party, it must be in a perilous state. His tirade did not produce the effect desired, and the Committee declined to concur with the West Riding.

A VERY remarkable sign of the times and indication of the activity of the friends of the voluntary schools was the debate on the coming Bill initiated by Mr. Bridgeman at the London School Board on March 3. For four Progressives to vote with Mr. Bridgeman, and thus defeat the previous question by 29 to 20 votes, was practically an endorsement of his motion that all voluntary schools should receive rate-aid, while retaining their denominational teaching. Of course everybody (?) assumed, and several said, that the Authority in London which would thus take the voluntary schools under its wing would be the School Board; but the motion, as drafted, said nothing about this. Mr. Lyulph Stanley, who, like the Stuarts, learns nothing and forgets nothing, would have none of this compromising with voluntarism, but wants the Scotch system of universal School Boards. He might as well cry for the moon. Dr. Macnamara was between the devil and the deep sea, and abstained from voting. However, he characterized voluntary schools as an anachronism. He is right, but should have added that School Boards are the same, and are also an anomaly. It ought to be plain to the supporters of this motion that, if to the present issues fought out at an "*ad hoc*" election there is added the question of the financing of the schools of various denominations, the bitterness of elections will be vastly increased. No, the purport of the resolution will come—next year for London—but not by way of the School Board.

A CAMBRIDGE LECTURER in the *Saturday Review*, commenting on two recent articles in that journal dealing with Oxford and the Civil Service examina-

**Civil Service
Examinations
and the
Universities.**

tions, corrects some random statements, and gives himself some interesting statistics. The percentage of successful candidates who have had no special tuition at a crammer's works out roughly as follows:—1892, 44 per cent.; 1893, 32 per cent.; 1894, 54 per cent.; 1895, 57 per cent.; 1896, 55 per cent.; 1897, 42 per cent.; 1898, 28 per cent.; 1899, 40 per cent.; 1900, 27 per cent.; 1901, 34 per cent.

Further, since 1892, all the candidates, with scarce an exception, have been trained at some University, and 75 per cent. at Oxford and Cambridge. The contention of the *Saturday Review*, that the crammer is tending to oust these Universities, is not supported by the facts, and we agree with the "Cambridge Lecturer" that it is no bad thing for a man who has passed three or four years at the University "to concentrate himself for a short time, under able tuition, on the task of co-ordinating and testing his knowledge, with a view to examination." We fear, however, that in most cases the term or two terms spent with the crammer are devoted to tackling two or three fresh subjects, such as mental science and political economy, with a view to scoring marks. To limit the number of subjects a candidate may take up is a much-needed reform.

EARL BEAUCHAMP gently chaffed the Lord President of the Council, and referred it to the noble Duke's modesty that he should declare himself wholly unable to understand speeches on education. The Earl wanted papers in reference to the effect of the Education Act and Minute of 1901 upon evening continuation schools. He intimated that the effect had been disastrous, and stated that returns from every part of the country supported this view. For once the Duke replied as the head of a Government Department may be expected to reply. He showed a complete grasp of the position, and had the details at his finger ends. In the first place, these schools had shown a slight decrease before the Act of 1901; so that any further decrease might be referred to other causes than those Earl Beauchamp suggested. Secondly, a large proportion of evening schools were carried on by other than School Board authorities. These were not affected by recent legislation. Definite and complete returns had been obtained from 132 School Boards, out of some four hundred circularized; but figures based on these returns were necessarily fallacious. The Duke completely met Earl Beauchamp's criticisms at every point, and further expressed his conviction that when the full returns for 1901 to 1902 were at hand, a considerable increase would be shown.

PHILANTHROPY is sometimes divorced from the practical and business-like qualities which are necessary to make it succeed. But Mr. Carnegie, a businessman himself, has been able to secure a body of trustees for the administration of his Scotch benefaction who show a like qualification. The report of the executive committee on the working of the Trust for the first year is satisfactory. Applications were carefully considered, and some hundreds were refused—in itself a certain guarantee. For, at first, it was thought that a student had merely to ask in order to receive his share of the bounty. Still even now the conditions of receiving a grant are perhaps too little severe, and it may be wise to raise the standard, so that the "Carnegie students" may take the rank of "scholars." The Committee assure us that "in a large number of cases the payment of class-fees has proved a boon of the greatest value to deserving students." The case of one student who has already refunded his fees has drawn a very strong letter of appreciation from Mr. Carnegie.

**Evening
Continuation
Schools.**

THE advocates of the elementary-school master sometimes speak as if their *protégé* were only fit to be put under a glass case or wrapped in cotton wool. To the proposal that entrance to a higher-grade school should be determined by examination, and that a record should be kept of such examinations, Dr. Macnamara took a professional objection. The examination would be made the stamp of the teacher's capacity, and would become an unfair factor in the question of his promotion. To us such an argument seems paltry, and we doubt if many teachers will feel grateful to Dr. Macnamara. Of course, a teacher's success in preparing his boys for examination depends upon other things besides his capacity for teaching, and surely no Board would make promotion entirely depend upon examination results. In our opinion, a leaving examination for Standard V. as a preliminary condition to admission to a higher-grade school would be a wise precaution, and would do much to remove the feeling of insecurity that has arisen since the total abolition of individual examination. However, the London School Board would have none of it.

**Higher-Grade
Schools and
Examinations.**

WE have before us copies of two letters by the Director of Education for the Transvaal and Orange River Colony, addressed the one to English teachers entering on their new duties, the other to colonial teachers, mainly Dutch, who are already engaged in the work. To the former Mr. Sargent points out that the first common ground that we hold with the race that is fighting us to the death is the school, and the future welfare of the country will largely depend on the impressions that English teachers make on the rising generation. As to the children themselves, Mr. Sargent writes: "You will probably be struck, as I was, with their charm of manner and docility; you cannot fail to notice their perseverance and eagerness to learn." If other less amiable traits are observed, *tout savoir est tout pardonner*. As to the vexed question of language, Mr. Sargent urges teachers to learn something of Taal, "that expressive language of the Dutch Afriander population, which measures and describes everything through the experience of farm life." Secular instruction is to be given in English because Boers, no less than Dutch Afrianders, fully recognize the material, if not the intellectual, advantages of a knowledge of English. Religious instruction is to be given in Taal "lest we should produce a feeling of spiritual alienation between father and son. To my thinking, the State should not stand indifferent in matters of religion, but should give all encouragement to children to become full members of the Church to which their parents belong." The second letter treats the colonial teachers to give their stranger colleagues a hearty welcome, and contains the important announcement that training colleges are being made ready in which young teachers "may learn more of their profession than they can in the rough and tumble of a camp school." If our legislators and ministers would show a little more of the generous sympathy and wise tolerance that inspired these letters, there would be better hope of progress at home and peace abroad.

THE *Schoolmaster*, like the sullen dame in "Tam o' Shanter," has been "nursing her wrath to keep it warm." At first it expressed satisfaction with the Register, qualified by a mild expostulation as to the inadequate representation of the N.U.T. on the Council. "On further consideration," it discovers that the Register is "a sort of social *index expurgatorius*," contrived so that governors of secondary schools "may have marked off for

**The
"Schoolmaster"
on the Register.**

them all the mere elementary ones of the profession." "Having spent their time, their labour, and their money in order to confer lasting benefits upon the community at large, without, of course, receiving in the slightest degree any gratitude for, or recognition of, their efforts, they have the ineffable satisfaction of finding that the most conspicuous fruit of their disinterested labours is the fact that they are snubbed and flouted themselves."

HAVING for the last twenty years contended for an inclusive Register, and maintained, at a time when the principle had but few adherents, that the elementary teachers, as trained, had a better right than most secondary teachers to be placed on the Register, we may frankly tell our friends that this angry ebullition seems to us uncalled for and unwise. We should ourselves have preferred a simple alphabetical list, with qualifications and experience entered against each name. The Consultative Committee, on which the elementary teachers were adequately represented, preferred a double column, and, for the life of us, we cannot see the harm. In either case the class of school in which a teacher was engaged would have appeared, and those governors who object to elementary teachers (all are not so foolish) would have had no difficulty in sifting the wheat from the tares. If, on the other hand, as the College of Preceptors desired, the same standard of general education had been demanded from all, we doubt whether 1 per cent. of the forty-five thousand N.U.T. teachers would have found themselves on the Register. Can it be that the N.U.T. consider themselves "snubbed and flouted" because they are registered without fee? In that case, the insult is easily wiped out.

THE King Alfred School Society has been discussing Home Lessons, and it has issued two weighty medical opinions against the prevailing practice. Sir Joseph Fayer urges that children "under ten or twelve" (we wish he had been more definite) should work only in the early part of the day, and that for young people above that age the evening or preparation work should generally be diminished below its present standard. Sir James Crichton Browne is less measured in his language. He accuses teachers generally of imposing the heaviest part of school work—the opening up of new ground—at a time when brain function is at its lowest ebb, and pronounces that evening preparation of lessons if faithfully performed must be prejudicial to the fatigued brain. Now we are free to allow that head masters as a rule are either ignorant or careless of the laws of health, and in one or two of the London day schools a monstrous amount of home work, both in quantity and in quality, is extorted from babes and sucklings. On the other hand, in most of the girls' high schools with which we are acquainted little or no home work is exacted from the juniors, and the home work of the seniors is limited to revision, repetition, or the application of rules that have been studied in class.

TWO misstatements as to the attitude of the County Councils towards the Bill of 1896 should at once be nailed to the counter. Mr. Yoxall, in his pamphlet "The Coming Education Bill," says: "Six years ago the Technical Education Committees of the County Councils showed a dislike to taking on even the work of secondary education (in the older sense of that term); and this was one cause of the downfall of the Education Bill of 1896." The *School Board Gazette*, referring to the West Riding

resolution against elementary powers, says, twice over: "Those who remember the controversies which surged round the Government Bill of 1896 will recall the impression which was created by a similar expression of opinion on the part of the County Councils Association." Our readers will *not* be astonished to hear that there is no shadow of foundation for either of these statements. To deal with the latter first. On May 13, 1896, the County Councils Association met in a general meeting; it was unanimously resolved:

That this Association, without expressing any opinion on the controversial portions of the Education Bill, do approve generally of the proposals contained in the Bill to place the control of *elementary* and *secondary* education in administrative counties under a Local Educational Authority, and, as regards those counties, the County Council, acting through a Committee as the Educational Authority, is well qualified to undertake the powers and duties imposed upon that body by the Bill.

As regards Mr. Yoxall's statement, the facts are still more remarkable. It is true that seven County Councils in England did then resolve against *elementary* powers, but not a single one resolved against the secondary powers of the Bill. It is thus that history is made, or, rather, manufactured.

THE London School Board has ordered some hundred new pianos, and there is the usual batch of angry letters to the newspapers. Even in the prehistoric days of elementary education—before 1870—village schools had their piano or harmonium, and we should be sorry to think that any department of a London Board school is without a piano. The old superstition crops up again, this time from Leeds, that children are taught instrumental music. If they were, what would one piano be amongst four hundred girls? But for marching, physical exercises, and songs a musical instrument is of great service and holds an important position in the daily curriculum. That Mr. Forster did not contemplate such expenses is doubtless true. Still less did he perhaps foresee the time when a School Board would order a rubber-tired omnibus to take children to school. It is a logical outcome of free education. The poor little sufferer who cannot walk to school is not on that account to be neglected. The feeling of public responsibility is growing, and well that it should be so. Private munificence does much; but Homes and Institutes cannot cope with the demands made on them, and schools for physically defective children have become a necessity.

SCHOOLMASTERS sometimes wax indignant when it is suggested that they are not the best persons to advise on or to control education. But in these columns we have, so we believe, never exaggerated the importance of experts. Specialist or expert—the very name suggests a limitation. The family doctor knows the constitution of his patient, and gives advice directed towards the establishment of a general state of good health; the specialist sees disease in a single organ, and is often indifferent to general health. This is the prelude to a caution in reference to the appointment of a number of oculists to the London School Board. By all means let the children have competent help in the matter of their eyesight. It is of first importance. But we hope that, while the oculists order countless pairs of spectacles for existing children, they will not omit an inquiry into the causes of the trouble, and that they will report to the Board upon such matters as the type of the text-books used, the position of the light, the distance of the children from the black-board, and similar points.

THERE has been a remarkable change during the last six years in the opinions expressed by speakers on educational subjects with regard to private schools. This change of opinion is very largely due to the increased activity of the scholastic associations—not only those which represent the views of private schools and their proprietors, but mixed bodies like the College of Preceptors and the Teachers' Guild. By steadfastly proclaiming the necessity of maintaining and retaining such private schools as are efficient, they have at last convinced both the man in the street and the politician. There are, indeed, private schools which differ little, if at all, from elementary schools: there are others where the pretence of intellectual work is a farce, but these are a decreasing minority, and there is a danger, in our zeal for reform, of rooting out the wheat with the tares. It would be a calamity if all English schools tended to become of one type—a condition of affairs which is rapidly approaching in Wales. But now we have Sir John Gorst's statement that private schools, if efficient, will be "recognized"—recognized, we suppose, as contributing to the supply of education, and therefore not liable to undue competition.

The Private School.

A GAIN Easter has come, and we are still no nearer to any general agreement upon the date of the spring holidays. At the present moment some children from boarding schools, both boys and girls, will be at home. At the end of the present week other schools will break up, and some will begin work again. And so it will be throughout the month of April. Many schoolboys and schoolgirls look forward with but lessened pleasure to their holidays, because they will not see their brothers or sisters who may be at other boarding schools. The inconvenience is so obvious that we wonder parents have not taken up the question. By general consent the middle and end of April is the best period for the spring holidays, though this position is complicated in some districts where Easter is neglected in favour of Whitsuntide. As head masters have up to the present failed to bind themselves to take common action, it may remain perhaps for the Local Authority to set an example by pressing upon all schools over which they have influence to agree to a certain date.

Easter Holidays.

TECHNICAL EDUCATION.

THE Honorary Secretary of the Association of Technical Institutions draws attention to the fact that Sir William Hart-Dyke did not make the statement attributed to him in this column last month. We regret to have been misled by an inaccurate report, and are glad to learn that Sir William was a true prophet, inasmuch as he predicted the proposal of the Government as regards Local Authorities for Education would be against election *ad hoc*. The Bill, introduced by Mr. Balfour in a speech remarkable both for its manner and matter, is, at any rate, sound in general principle, and is likely to afford a useful basis for settlement among all but "extremists." In its present form it would be acceptable alike to progressives and unprogressives among the County Councils, and probably very few of these Authorities would object to immediately control elementary, as well as secondary and technical, education. A few Councils, it is true, have followed the lead of the West Riding, and repudiated the larger responsibility; but, on the other hand, others have expressed the opposite view.

IN the Report of the Technical Instruction Committee for the City of Liverpool, the Chairman, Councillor Oulton, in urging the necessity for early legislation, indicates the more prominent points with which a Bill should deal. Such matters as the limitation, financial or other-

wise, in regard to education, of the City Council; the constitution of the Local Education Authority, and its powers of expenditure and administration; whether primary education should be included, excluded, or be optional to the City Council; the relation which the new Authority will hold to the training of teachers; and the provision of new buildings, colleges, or schools when and where they may be required, and the relation of other than municipal schools or institutions to the Local Authority—these and other important questions are not made easier of solution by delay.

THE work of technical instruction in Liverpool as shown by the Director's Report is progressing on sound and satisfactory lines. At the beginning of last year the City Council assumed the direct responsibility for the work of the various evening science, art, and technological classes hitherto carried on as an independent organization. The new Central Technical School building, commenced in 1891, was completed during the year, and "for the first time the important central evening classes for artisan students of science and technology were able to meet in rooms specially provided, arranged, and equipped for the purpose, and under conditions which made it possible for the theoretical, and more especially the practical, part of the instruction to be efficiently carried out." The Committee now have under their control the Central Technical School, two new branch schools, and a third centre which has been considerably extended. The following facts from the report give some indication of the character and scope of the work:—Grants were paid to secondary schools amounting to £1,543, the number of pupils on the roll being 1,927. The School of Commerce, which provides systematic day courses as well as afternoon and evening classes, was attended by 219 individual students, a considerable proportion of whom attended four or five times a week. Commercial classes at other institutions attracted over two thousand students, while the number of students registered in evening classes for science, art, and technology numbered 4,153. The Committee also spent a sum of £1,290 on scholarships and exhibitions.

THE ninth Annual Report of the Education Department of the Durham Council is a well arranged and detailed review of the results obtained under a well organized scheme of operations. The following figures, relating to the educational institutions of the county, are of interest. The figures given, it is said, are from the official returns of the Board of Education:—

	No. of Schools.	No. of Scholars.	Parliamentary Grant.
Public Elementary Schools...	450	165,758	£213,113
Secondary Schools—			
Public	11	1,447	3,440
Private	34	1,652	6,202
Evening Preparatory Schools	182	13,740	2,212
Other Technical Schools and Classes	53	4,437	

THE Durham Committee has, very properly, laid down stringent regulations requiring satisfactory evidence of preparatory work before permitting students to undertake special or technical classes. "A number of students who formerly were admitted without question to any science class are now taking a systematic course; whilst a few have unreasonably declined to fall in with the scheme, and have ceased to attend the classes. Both these causes have contributed to reduce the actual number in attendance at elementary science classes and in the ordinary grade of technological and commercial subjects. On the other hand, systematic work has resulted in increased interest and in a greater proportion proceeding to advanced studies. This is shown by the statistics. The proportion of advanced work in 1898-9 was 19.3 per cent. During 1899-1900 this increased to 26.9 per cent., and in 1900-1 to 27 per cent. The policy of the Durham Committee is sound and reassuring, and, if it was generally adopted, evening class instruction throughout the country would be much more effective and much less wasteful—that is to say, commencing, in the first instance, with the preparatory classes well scattered over the country, feeding the centres conducting classes of the next higher grade, and then, in turn, handing their best students to the technical institutes in the county and county boroughs.

The expenditure of the County Education Committee for the year amounted to about £17,000. The number of students instructed was as follows:—In evening schools and classes, 7,592; in secondary schools, 1,072; holding scholarships and exhibitions, 454. It is interesting to note that there are now five technical schools in the county, towards the erection of which the County Council made substantial building grants. Rate aid is also provided in 9 of the 61 urban districts to supplement the contribution of the County Fund.

ATHLETIC GAMES AND MASTERS.

AN APOLOGY.

By H. B. TRISTRAM.

WE can always hear an undertone of opposition to the time spent on games at our public schools: and this every now and again swells out into a full chorus of indignation and expostulation. Athletic games are a sort of tame stag, ready to be turned out and hunted, whenever our educational empirics want a little excitement. But they take good care that the poor animal is never pulled down and killed. Occasionally, a red herring is dragged across the trail, and the hounds go off on another scent: it may be in pursuit of commercial education. Lately the hunt has been very hot, and the hounds have been running strongly in full cry, laid on to the scent by a poet who has certainly on former occasions succeeded in understanding and expressing the popular feeling. This time, however, he is tilting at the wrong windmill. But Kipling's attitude towards our sports reminds one of the way David Hume regarded Sir Richard Grenville's last fight in the "Revenge," as something beyond his ken, a freak, outside the scope of the sober historian.

Still, in other quarters, we do hear the question seriously asked, whether some of our recent unfortunate battles have not been lost on our playing fields. It is a most pertinent question. And, if there is any ground for answering it in the affirmative, a very serious indictment is brought against the system and management of our schools.

Such an answer may mean one of two things. To say that our playing fields are responsible for the loss of battles means either that too much time is spent over athletics to the detriment of other studies, or that those games which ought to teach quickness of judgment, power of initiative, resourcefulness, courage, and strategy have lamentably failed to do so, while there is supposed to be good authority for asserting that this was not the case a hundred years ago. And yet a hundred years ago athletic games were utterly without organization; and football, for the most part, was of the Shrove Tuesday order, such as we may still fortunately see in a few places, played up and down the main street of a town—a game without rules, played for the pure sport of playing.

How then are we to locate the blame? Many will reply that these games take up too much time at school. Well, cricket is played during one term only out of three; and football really requires very little time, certainly no longer than a boy ought to be out taking exercise, if he is to keep himself fresh and vigorous; and, if it is to be played successfully, it must be limited to three, or at the very most four, games in the week. A more serious charge against our school games is that they occupy too much of a boy's thoughts, and take his mind off other more important matters. Of such an objection I have a very keen appreciation, and I fully sympathize with those in authority who refuse to allow their boys to play any more matches in which the excitement is keen. Yet, if we are going to make any serious use of cricket and football, there must be at least a few matches in which boys take a keen interest, though it is of little importance whether they are with another school or only another house. If there is no interest in a match, it would be better not to play it. If there is interest in it, boys will think about it beforehand; and I should like to know the opinion of those concerned as to the value of the three hours' work on the morning of "Houses and Commoner Sixes."

It may be unfortunate that boys find such an absorbing interest in their games; but they must be interested in something, and only a small proportion will find the necessary interest in their book-work, unless the methods or subjects of our teaching are greatly changed. Perhaps, after all, it may be just as well that they have some healthy and inspiring subject on which to spend their constant stream of talk. But I am inclined to think that in few schools as yet has there been any attempt to make serious use of our great games. The possibilities of football and cricket as a means of education have been almost as much neglected as *Bradshaw* and whist.

If war has become more scientific during the last hundred years, no one will deny that football and cricket have developed in the same direction, and at least in an equal degree. But in speaking of a scientific training I mean something very different from the mere technical skill of playing forward straight, or taking a pass clean, and sprinting for the goal line, when there

is a clear road in. Learning to play straight is like learning to write Latin prose grammatically, or to plane a piece of wood square—of very little value as a training to those who find no difficulty in it; but an excellent discipline for those who at first think the performance of the task quite hopeless.

It is not merely to teach hand and eye to act together that we want these games. They are a valuable complement to other school work in training the intellectual, as well as the moral, faculties. Viewed in this light, cricket does not, perhaps, rank as high as football; yet it has great possibilities. The captain of a school eleven has opportunities which any one might envy; greater opportunities than the captain of a county eleven. For in first-class cricket the capabilities, style, and idiosyncrasies of most players are familiar. But it is not so in school cricket. The opposition is generally an unknown quantity, and, in spite of proverbial uncertainty, in school cricket we are constantly treated to most ridiculous surprises in bowling, as well as in batting. So a school captain has to decide, after seeing a new man play a couple of balls, what he is likely to do or try, and to place his field and change his bowling accordingly. And, if he can be taught to observe, and deduce satisfactorily on such points, surely the training is worth the expenditure of a good deal of time.

But, I am told, all that refers only to the captain; and the rest have nothing of the sort. But are they not at the same time being taught to observe? And is it nothing to teach a selfish boy, who is a slow scorer, to rise, when occasion requires, superior to averages, and hit as best he can, because his side must make fifty runs in twenty minutes? Is it nothing that a boy who is naturally slow to trust, and hesitating in his judgment, should learn to run sharp runs—a delightful amusement, yet demanding the coolest head, the most rapid decision, and the most sublime confidence between the partners? The art of running can only be acquired in matches; and, if people are not ready to sacrifice an occasional wicket in the sacred cause of education, they may win the match, but they lose something vastly more important.

Most of the educative advantages of cricket are to be found in football, and in more constant operation; while, in addition, all the physical powers are brought into action. But, though I consider football the finest physical training for boys, I regard it as hardly less important as a moral agent. My own experience of late years has been almost entirely confined to Rugby football, and in that, I confess, I am an old Tory. I am sorry to see the ever-increasing tendency to play to the three-quarters; for I am by no means alone in thinking that this tendency is interfering with the excellence of the game as a school training. What we want for our boys is the genuine hard-shoving, forward game, in which the forwards do the great bulk of the work, and I should gladly welcome any legislation that would help this. But the soul-destroying consideration of gate-money forbids it. I wish more of those interested in education could realize the value of a hard game of football—a game in which the player has to play himself out to the very end. I remember how, after a magnificent match, in which every forward on either side had to work to the last ounce, and at the end nothing was scored (I believe the ball never crossed either goal line), a boy said to me: "I didn't think a man could go through an hour's work as hard as that, and live." Was that no education for him? He had done his duty at a cost to himself that he had never known before; and he was a far better man after it than he was before it. And I doubt if football can be equalled as a training for the faculty of initiative. All through the game a player has to act on his own responsibility, and that with a furious suddenness which demands instantaneous decision. He must see the right thing to do, and do it, without the slightest hesitation; for hesitation always spells failure.

I am not going to discuss the comparative merits of the various styles of football. But we at schools have to consider how we may turn football to the greatest advantage; and I very much doubt if hitherto we have made the most of it. I believe the man who was a good soldier a hundred years ago would be a good soldier now; and I am quite sure that the man who was a good football player a hundred years ago would be a good football player now. He had then to learn everything by the light of nature, and by experience. If he was successful, he was very successful. It was the same with the old method of classical teaching. The best scholars made

themselves scholars. It was not a system calculated to make the best of merely average ability; but it was a grand system for the strongest. But now, in most cases, our scholars are carefully selected at an early age, and all through their public-school career are still more carefully coached. We may presume that the results are satisfactory for the scholars; and it does not concern us here to consider whether they are satisfactory for those of inferior brain power. What does concern us is that our school games should be so managed that not only the natural athletes, who may well be trusted to look after themselves, but also those of inferior quality, the indolent, the clumsy, and the weak, get the fullest possible good out of them.

The enemies of our classical education complain that the teaching of modern subjects in classical schools is so bad, and so little time is spared for them, owing to the all-absorbing demands of classics, that good results cannot be expected. For our athletic training we do not ask for more time, but we do ask for better teaching. If good teaching is considered so necessary for the dull or the average boy in his book-work, might not the same consideration be shown for him in his field-work? Now that our great games are universally recognized as part of our public-school system, why should the athletic master be the butt of cheap sneers? Why should it be considered ridiculous to engage masters because they understand these games? Only for pecuniary reasons do schools ever object to have a cricket professional, who is supposed to teach boys cricket. Among these professionals there are many capable men; but I think that experience has shown that, even in the technique of cricket, they are not the most successful teachers, and few of them begin to understand the real educative possibilities of the game. To do this we want a more highly trained intellect, something more than a mere athlete.

However far the doctrine that a man could teach classics because he was a scholar has been accepted in the past, it is no longer one of the cardinal points in a head master's creed. And there is no more reason for supposing that a man can teach games well because he can play them well; though, just as a man must have some personal acquaintance with the classics if he is going to teach them, so there are very few who cannot play these games moderately well and yet teach them well. But, if cricket and football are to hold the position in our schools which they deserve, if they are to be made of more real use, if they are not to be merely tolerated because they give boys something to occupy them when they are not in school, we must have a race of enthusiastic athletic masters who care nothing for their own performances, but only think of the welfare of their boys, and who can bring themselves to realize that winning matches is not the ultimate object of this part of our education.

Some such men I know, and I am confident that there must be an abundance of them in the country; but they hardly get a fair chance, and their efforts are rarely taken seriously. The advocates of other branches of education have for years past been making this same appeal—to be taken seriously. But there is an obstacle in the way which seems insuperable. *Beati possidentes!*

CORRESPONDENCE.

MODERN LANGUAGES AND THE UNIVERSITIES.— SUPPLY OF TEACHERS.

To the Editor of The Journal of Education.

SIR,—In the March number of your *Journal* "Zeitgeist," after inquiring into the main causes of our present undoubted shortcomings as regards proficiency in modern languages, especially French and German, made certain definite proposals for a sure and speedy remedy. The greater part of his letter, especially the earlier portion of it, seems to me admirable. It contains a clear and fair statement of the case, and a by no means exaggerated criticism of the position of the large majority of our head masters and of many of our Universities and University colleges. Towards the end of his letter "Zeitgeist" shows a familiarity with what has been done and is being aimed at abroad, but it seems to me that, with regard to what he says about the general state of things in this country, and the re-

medies he wishes to see applied forthwith by the Board of Education, he is not only somewhat unpractical, but decidedly unfair to some Universities, especially to the University of Cambridge.

In some cases his absolute condemnation of the policy of existing educational authorities is perfectly right and well deserved. Thus everything said by him about the indifference and total lack of sympathy on the part of nearly all the head masters of our larger secondary schools is, unfortunately, only too true. This sad fact was demonstrated again last December by their attitude at the Cambridge Conference. It seems clear that for some time to come modern language teachers have nothing to hope for from them, and no doubt future generations will lay the responsibility of neglecting a subject of the utmost national importance in great part at the door of our present head masters. Against such a charge they can hardly plead that their resolution to print and distribute Mr. Bell's paper is as much as modern language teachers and the parents sending their boys to the great public schools have a right to expect from those who claim to be leaders in the field of secondary education.

Again, the complaint of "Zeitgeist" about the indifference of the Universities to the claims of modern languages is, at least in part, well founded. The backwardness of Oxford in this respect is especially noticeable and deplorable. At this ancient seat of learning there is, up to now—in spite of the exceptional advantages afforded by the Bodleian Library and the Taylorian Institute for a thorough scientific and practical modern language study—no Honours School of Modern Languages, and apparently there does not even exist on the part of the authorities any intention of starting one. Thus, at any rate so far as *men* are concerned, Oxford has been and is actually refusing to take her share in the training of the British modern language scholars and teachers of the future.

But, in blaming the Universities as a whole and without exception, "Zeitgeist" has obviously gone too far. In his praiseworthy zeal for exposing shortcomings he has for a moment overlooked the very decided improvement which in recent years has taken place in our modern language teaching, and also in our modern language examinations. This improvement is very largely due to a band of enthusiastic English-born school and University teachers of French and German, who have received their training at Cambridge—a training which, in nearly every case, was supplemented by residence abroad. Men and women of British origin, trained at Cambridge and those other British Universities where modern languages are now seriously and effectively taught, are assisting in ever increasing numbers the best foreign teachers of modern languages in our secondary schools. The best of our school teachers, together with the most prominent University professors, began to organize their profession by starting, nearly ten years ago, the Modern Language Association, and are now actively engaged in discussing the best means of teaching their subject and of training efficient teachers for the large demands of the immediate future.

It is, therefore, not right to ignore or to underrate the work done in recent years by some, at least, of our Universities, notably by the University of Cambridge; and your able contributor might well have welcomed the gradual spreading of more satisfactory *vis-à-vis* tests in modern language examinations in schools and Universities. Most of these much needed reforms have come from one or other of our Universities, and were unheard of ten or fifteen years ago.

I think that "Zeitgeist" rightly blames the Universities for having, so far, refused to admit a modern language as an alternative for Greek in their preliminary examinations, and by so doing denied to modern languages the status that the ancient classical languages have hitherto monopolized. And here I wish to urge the University and college authorities not only to delay no longer this much needed reform of their preliminary examinations, but to go one step further. There is no possible doubt that at the present day—whatever the state of things may have been thirty years ago—the ability to read *both* French and German is absolutely indispensable for *all* kinds of higher study. Hence the Universities should, in their own interests, *insist* on a reasonable proficiency in either language being shown by any freshman reading for honours, whatever his special subject may be. For this reason, I should amend "Zeitgeist's" proposal by insisting that in the future, in all our entrance examinations (in Universities and colleges), *at least one* modern language should be made *compulsory*, and that a

second should be strongly encouraged by making it an alternative for a classical language.

So far I have, on the whole, been able to agree with the views which have so forcibly been set forth by "Zeitgeist." But when he comes to discuss the best means of obtaining in the near future a large number of thoroughly competent teachers of modern languages I feel bound to part company with him, and to enter a very strong protest against his scheme. His plan is to ask the Board of Education to set apart for about ten years the yearly sum of £5,000 for the purpose of giving travelling studentships of the value of £100 a year to intending modern language teachers. So far, so good. He rightly urges that a judicious use of this comparatively small sum would soon be attended by the most beneficial results. But he goes on to say :—

Let the Board of Education invite graduates of any British University who are in possession of an Honours degree, and who wish to qualify as modern language masters, to apply for studentships of the value of £100 per annum, tenable for four years. Select twenty of the applicants who seem best qualified for the task, and send them for two years to France and for two years to Germany. The period of two years might be reduced to one year in either country for men who have graduated in modern languages in Great Britain. . . . As a test of their application and industry, they might reasonably be expected to obtain the degree of *Licencié ès Lettres* in France, and of *Philosophie Doctor* in Germany.

It is to these proposals that I most strongly object. I consider them not only impractical, but positively mischievous. I note in passing that no women teachers are considered in this scheme, the writer being, apparently, anxious to secure in the shortest possible time a large band of able *men* to teach modern languages in our secondary schools for boys.

In his eagerness to secure modern language teachers "Zeitgeist" refuses to develop what we already have, to foster a young but promising plant; he aims at beginning afresh, and, at least, partly, with men whose bent and studies have so far *not* been modern languages. Does he really believe that for his purpose any man with a good Honours degree can compete, and should be allowed to compete, on equal terms with a man who has obtained a good Honours degree in modern languages? This seems to me to be a fatal mistake, and the adoption of this plan would certainly do modern language studies at our Universities far more harm than "Zeitgeist" has probably realized. Nothing could be more beneficial than the grant of a large number of travelling studentships to intending modern language teachers, but these studentships should *exclusively* be granted to such men as have studied the subject for years and in a thorough manner at a British University which possesses a well organized modern language department. *Only* those men should be helped by the State or by public bodies, such as County Councils, Chambers of Commerce, &c., who have spent some of the best years of their life, their energy, and their money in making themselves proficient in modern languages at one of our own Universities.

In every respect the proposal to call in graduates in other subjects seems quite unsatisfactory, and I feel sure that in no country in the world would the authorities for a moment dream of adopting such a plan. It would be an undeserved blow for those who have up to now given up their lives to modern language study and teaching; it would most surely choke and probably nip in the bud that young and promising plant of an English school of modern languages which is only just beginning to take root and to blossom forth on our soil. Certainly this cannot be the aim that "Zeitgeist" has in view. There is not even now such a dearth of duly qualified teachers of modern languages as "Zeitgeist" supposes; only these men require to have a freer hand, better opportunities, more time, encouragement, promotion, chances of head masterships, and also, as "Zeitgeist" most properly urges, and as is actually done in some foreign countries, occasionally—say once every five years—a grace term, with continuation of salary and status, in order to go abroad and brush up their knowledge of the languages.

Again, I cannot help thinking that it would be a very unwise step to *require all* the men to whom such a studentship was given to take one or even two foreign degrees. The work that would have to be done for the obtaining of these degrees would prevent most of the students from doing what is most needed to qualify for their subsequent work in this country.

Some of the best would probably graduate abroad without any compulsion, as some have done hitherto, but the majority of our graduates would certainly be unwilling to go in for two new foreign examinations, nor could it be urged that the reading for them would be the best possible use they could make of their time abroad. Would "Zeitgeist" suggest that they should be called upon to refund the money of their studentships in case they failed in these examinations? The conditions under which these studentships might be given should not contain any stipulation of the sort proposed by "Zeitgeist"; I could mention some very different conditions that might with great advantage be imposed upon the holders of such modern language studentships, but it would lead me too far to go at present into details on this subject.

In conclusion, I warmly welcome "Zeitgeist's" outspoken letter as a valuable contribution to a question the speedy solution of which is of the *greatest national importance*. The suggestion that the Board of Education might be approached is, to my mind, good, and not without promise. This is a point which the Modern Language Association might well take up and carry, to the great advantage of the country. Some other means of efficiently encouraging the study of modern languages and of increasing the number of duly qualified English-born teachers of the modern foreign tongues have been suggested in my letters to the editor of the *Times*, dated December 26, 1900, and January 29, 1901.

In further discussing this most important question from every possible point of view, we may do well to remember Heyse's maxim :

Verschiedene Ziele? Böses Spiel,
Doch können wir uns noch gelten lassen.
Verschiedene Wege zu gleichem Ziel?
Da hilft kein Gott, wir müssen uns lassen.

—Yours, &c.

SAPERE AUDE.

March, 1902.

THE NEW METHOD.

To the Editor of The Journal of Education.

SIR,—Prof. Rippmann is mistaken in considering me a bitter opponent of what he calls the Reform Method. On the contrary, I gladly welcome any system that will bring about a better state of things. It is, however, at present doubtful, to say the least, how far the method is a panacea for the various evils that now exist. They are more deep-seated than any "method," however excellent, can remedy. In his able letter in this month's issue, your correspondent "Zeitgeist" goes earnestly and thoroughly to the root of the matter. As long as modern languages are *played with* (indeed in some schools it is little else), and inserted in the curriculum merely for show or to please parents, few of whom have any idea what learning a language really means, so long shall we be far behind other nations in this respect.

I quite agree with "Zeitgeist" that it is not national inability to acquire a foreign tongue that hampers our linguistic attainments. An Englishman, if the opportunity is given him, is quite as capable in this respect as most foreigners. But whether it is his natural modesty, or diffidence, or want of "push," it nearly always happens that when an Englishman meets a foreigner the conversation is carried on in English, even though the Englishman may be the better linguist.

That excellent results can be obtained in this country is obvious from the standard reached by some of the pupils in girls' high schools, where more time is devoted to the subject. It is impossible that much can be done in two or three hours a week, divided between conversation, grammar, translation, and composition. That the work is often relegated to teachers whose knowledge of modern languages is very slender is only to be expected under the "form-master" system. As a rule, he must be a good classical or mathematical scholar, with sufficient general education to teach a certain amount of history, geography, &c., while a smattering of French and German is all that is required. To teach the lowest form the elements of Latin or Greek a University man, who has studied these languages for ten or more years, is demanded. To teach advanced French and German, one who has picked up a certain acquaintance with these from desultory study and a few weeks' residence abroad is considered amply efficient.

As for the pronunciation, I obviously did not, as Prof. Rippmann seems to think, refer solely to the new method,

indeed, I hope from it for much improvement in this respect. Of the fact that the pronunciation taught to boys (I cannot from experience speak of girls) is indifferently taught, many instances have come to my knowledge. As an example, I may quote the reply of a public-school boy, when asked how he was getting on with French and German in the higher form to which he had been promoted. "Oh," he said, "all right now, but Mr. A.'s pronunciation is so different from Mr. B.'s that at first I could hardly understand him." Mr. A. is a linguist of established reputation.

Trusting Prof. Rippmann will now wipe me off the list of opponents of the "Reform" Method, and apologizing for the length to which this letter has run,—I am, Sir, yours faithfully,
H. S. BERESFORD WEBB.

P.S.—By the omission of a comma after "excellent" in the first line of the second paragraph of my former letter, my meaning was not quite clearly expressed.

REGISTRATION.

To the Editor of the Journal of Education.

SIR,—I learn from to-day's papers that the Registration Council is now established, and will shortly be summoned by the Board of Education. Their first work will be to resolve the many vexed questions which were raised by the Order in Council and not laid by the official answers in the House. To determine what shall constitute a recognized school must occupy them for many sittings. I will not presume to indicate the solution that would satisfy me; in fact, without some preliminary census of secondary schools, the problem seems to me insoluble.

My object in addressing you is to urge some general principles which I hope will commend themselves to the Council. The Register, in its inceptive stage—that is, during the three years of grace—should follow the precedent of the Medical Register, and be as inclusive as is possible under the Order. The true policy is to get the bulk of secondary teachers upon the Register, so that a stigma shall from the first attach to any unregistered teacher. This first step attained, it will be easy afterwards to screw up the standard. I hope, therefore, that in doubtful cases—and there is, under the Order, a broad zone of doubtful cases—the Council will give the applicant the benefit of the doubt.

There are no penalties for non-registration, and at present no privileges are attached to registration. The *vis a tergo* must be applied from without, and I hope that in all future schemes for schools drawn by the Board of Education it will be enacted that the head master and a substantial proportion of the staff must be registered teachers. This may seem but a *σικυρά ρονή*, a puny motive power; but it would help to set the machine going, and its effect would be cumulative.

From my point of view, the backbone of the Register is the enforcement of training. For the first three years an alternative is allowed, and I am all in favour of this indulgence. But in the clause which admits a one-year student-teacher with a certificate in the theory of teaching there lurks a snake in the grass. If this clause is not very strictly interpreted—if, for instance, no other "supervision" but that of the head master is required—it may prove a back door by which candidates will shirk all systematic training—something like the pupil-teacher system for primary schools, or entrance to the Army through the Militia.—Yours, &c.

A TRAINER.

March 29, 1902.

MELDOLA'S "INORGANIC CHEMISTRY": A DISCLAIMER.

To the Editor of The Journal of Education.

SIR,—A notice of a book bearing the above title appears in your March issue. May I, in justice to myself, ask you to be good enough to allow me to make a public disavowal of any and every responsibility in connexion with a work which, it appears, that I am unfortunately unable to dissociate from my name? It is true that some twenty years ago I wrote a book which, in its original form, was used in many schools, and continued to be in use down to comparatively recent times. When some years ago the publisher asked me to revise it and bring it down to date I declined, on the ground that I did not consider that there was any justification for adding to the already too numerous books of that class which had come into existence since 1872. The task was then entrusted to Mr. Castell-Evans, who is alone responsible for

the work as it stands. I was not consulted at any stage of the revision, nor did I see any of the proofs. Mr. Evans states in the preface that he takes the responsibility of all additions and corrections made in the present edition. That my name should be now printed on the title-page is an anachronism, and I beg to make known through your columns my complete severance from a work which has been issued as though with my sanction without any such sanction having been given by me.—Yours obediently,

RAPHAEL MELDOLA, F.R.S.,
Professor of Chemistry in the City and Guilds of
London Institute, Technical College, Finsbury.

OXFORD SCHOLARSHIP EXAMINATIONS.

To the Editor of The Journal of Education.

SIR,—My thanks are due for your kind notice of my paper read before a recent meeting of public-school science masters, advocating reforms in the present methods of conducting scholarship examinations at the Universities. When suggesting that every boy should be examined in his school subjects, viz., literature, mathematics, and science, I meant by the former both ancient and modern languages. Latin might be made compulsory, and either Greek or a modern language chosen as an alternative. However, I do not presume to speak with authority as to the details of this part of the examination.

You rightly interpret the views of the average college don when you ask how many would sacrifice a future Senior Wrangler to his want of knowledge of science, but I am glad to be able to state that at least one college at Oxford has advertised a scholarship the examination for which is to be conducted on the lines I have indicated. The suspicion and dislike, bred of ignorance, for knowledge of scientific methods has no doubt many strongholds in this country, but, if the example set by one enlightened college be followed generally, we shall soon cease to hear the scornful diatribes against "stinks."—Yours obediently,

M. DAVENPORT-HILL.

Eton College, Windsor, March 8.

"NATURE-STUDY" EXHIBITION.

To the Editor of The Journal of Education.

SIR,—Kindly permit me to state that the above exhibition is to be held at the gardens of the Royal Botanic Society, Regent's Park, on July 23 and following days. It will be open to colleges and schools of every grade, and the exhibits will include all that bears upon "Nature-study." Happily the project has met with the support of influential representatives of every branch of education; and the amount of interest which it has aroused is very gratifying. At the same time, its ultimate success must largely depend upon the co-operation of your readers. Sir John Cockburn, K.C.M.G., is chairman of the Executive Committee; and Mr. Charles Savile Roundell, of 7 Sussex Square, Brighton, is hon. treasurer.

I shall be glad to furnish full particulars, or to meet any one who may wish to see me personally at any time by appointment either at the Botanic Gardens or in St. James's Street, S.W.—Your obedient servant,

JOHN C. MEDD,

Hon. Secretary *pro tem*.

Stratton, near Cirencester, March 19, 1902.

WRONGFUL DISMISSAL.

To the Editor of The Journal of Education.

DEAR SIR,—I send you an instance of a flagrant case of unjust dismissal which has just come under my notice, and hope you will give it a prominent place in your next issue.

The Head Master of Atherstone Grammar School, Warwickshire, resigned his post at half-term, and gave the victim in question to understand that his services would be required by the incoming Head. The latter was appointed a fortnight from the end of the term, and told the victim that he was bringing his own men ten days from the term's end. The victim had done two years' work which, all the Governors agreed, was most excellent in every way. This took place last term.

It is only by the exposure of every such case that we can hope to remedy this undoubted injustice.—Truly yours,

March 15, 1902.

MIXED COLLEGE CLASSES.

To the Editor of The Journal of Education.

DEAR SIR,—Can you send me, or tell me where I can obtain, a list of the colleges in Great Britain which admit women to their classes?—I am, yours faithfully,

AGNES S. PAUL.

Elleray, Kilcreggan, Dumbartonshire, N.B.

March 17, 1902.

[A black list of colleges which exclude women from their classes would be more manageable.—ED.]

JOTTINGS.

THE Registration Council is now complete, and is composed as follows:—Appointed by—

Head Masters' Conference, Mr. A. E. Pollard.
Incorporated Association of Head Masters, Dr. R. P. Scott.
Incorporated Association of Head Mistresses, Mrs. Woodhouse.
College of Preceptors, Mr. E. E. Pinches.
Teachers' Guild, Mr. F. Storr.
National Union of Teachers, Mr. G. Sharples.

Appointed by the President of the Board of Education—Prof. B. C. Windle, the Rev. D. J. Waller, D.D., Prof. H. L. Withers, Prof. Meldola, Miss K. T. Wallas, Mr. J. L. Holland.

THE Duke's list is framed on the lines we ventured to suggest. Taking the six names in order, we find two representatives of the Consultative Committee and one, respectively, of training colleges, of the City and Guilds Institute, of assistant mistresses, and of assistant masters.

THE Report of the Departmental Committee on the Education of Officers for the Army is in the printers' hands, and may be issued any day. The report, we learn, is unanimous, and, considering the constitution of the Committee, of which Sir Michael Foster was chairman, it is a safe inference that Latin will no longer figure among the compulsory subjects for entrance to Woolwich and Sandhurst.

THE London ratepayer, if his views are fairly interpreted by his favourite organs, the *Telegraph* and the *Daily Mail*, considers that the London School Board wastes his substance and courts popularity by overpaying its staff. The Head Teachers' Association takes a different view, and Mr. O. Jackson, the newly elected president, tells a very different tale. In 1875 the average salary of an assistant master for his first year was £104; now it is £90. The Board, according to a recent return, will require for the current year 405 assistant teachers for the girls' department and 467 for the infants' department; but it is found that so far "repeated advertisements have brought no replies." One practical suggestion of Mr. Jackson we heartily endorse. The Board must provide some compensating advantages for teachers whose work lies in poor and uncongenial neighbourhoods.

THE report on the competitive examination of Militia officers held in September, 1901, has just been issued. The results are not encouraging. Out of a total of 20,000 marks for literary subjects not one of the Cavalry officers reached 8,500. Of the winners of commissions in the Foot Guards not one reached the low standard of 42.5 per cent., and one gentleman was awarded 20 out of a possible maximum of 4,000 in elementary mathematics. On the other hand, for the Army Service Corps no successful candidate gained less than half marks.

THE City of London College has undertaken a scheme for a higher day commercial college, the chief feature of which will be the study of foreign languages and foreign business methods. To carry out the scheme a capital sum of £25,000 is required, £15,000 of which is promised by the trustees of the Mitchell City of London Charity, provided the remainder is subscribed. The cost of maintenance is put at £2,000 a year. Of this the greater part, it is hoped, will be obtained from the Technical Education Board of the London County Council and the trustees of the City Parochial Foundation.

THE dream of a universal language is at least as old as the search for the philosophers' stone, and has haunted philologists from the Babel builders down to Johan Martin Schleyer. And now Sir Frederick Bramwell comes forward with a proposal to adopt Italian as the common language of civilization. The three leading competitors—English, French, and German—are, he holds, out of the running, on account of international jealousies; and Italian confessedly comes next in order of merit. Let each Legislature, including the United States, pass a one-clause Bill enacting that a knowledge of Italian shall be an essential qualification for all Government *employés*, and the thing is done. It looks simple enough on paper, but we cannot deal with language as with sugar; and a universal language seems to us more chimerical than a universal peace convention. According to Heine, the Romans conquered the world because they had no language but their own to learn. We fear the Italians will never have the same chance.

In connexion with the National Association of Manual Training Teachers, a series of meetings will be held in the School of Technology at Manchester during Easter, culminating in a public meeting on Easter Tuesday, April 1, at 3 p.m. Sir Philip Magnus will preside, and it is hoped a good muster of all interested in the development of our educational system will be in attendance. Excellent papers have been promised by experts.

WOMEN GRADUATES WANT SUFFRAGE.—In view of the fact that the question of education is to form so large a part of the Parliamentary programme, the women graduates of those Universities of Great Britain and Ireland which allow women to take degrees—viz., the University of London, the Victoria University, the Universities of Durham, Aberdeen, Edinburgh, Glasgow, and St. Andrews, the University of Wales, and the Royal University of Ireland—intend to wait (in deputation) on the University Members of Parliament with a petition. This petition will request them to introduce into Parliament a measure which shall have for its object the granting of the suffrage to women graduates, many of whom possess all the qualifications which would enable men to vote. Miss Roper, B.A. (Vict.), of Manchester, is at the head of this movement. The petition is being signed by women graduates all over the country. The petitioners submit: (1) "That the education of the children of Great Britain is largely in the hands of women, who are, nevertheless, at great economic disadvantages in their work." (2) "That the claim of women and girls to State aid in technical education has never been fully recognized." (3) "That at the Universities of Oxford and Cambridge women may not take degrees, even after they have passed the necessary examinations."

MR. GEORGE TANSLEY, who died last month in his sixth-sixth year, after a short illness, has been justly named the second founder of the Working Men's College. He joined the college as a student in the year after its foundation by F. D. Maurice in 1854, and passed through its various grades leading to the Fellowship. His services were recognized by the late Archbishop of Canterbury, who conferred on him the Lambeth degree of M.A. In 1894 he retired from the business of caterer with which his name is still connected, and gave himself up wholly to the work of the college as a teacher and organizer. The post of Dean of Studies was created in order to give official authorization to the unique position that he had long held.

WE are grateful to the *Daily Chronicle* for gibbeting the following advertisement:—

WANTED, a MAN to give THREE HOURS' EDUCATION a day. Good wages given to a suitable man.

Unfortunately the source is not given. We should dearly have liked to make the advertiser's acquaintance, and ask him, *more Socratico*, "What is education? What are good wages?" But probably we should not have got beyond the "three R's" and 9d. an hour.

THE March number of the *Educational Times* contains some delightful reminiscences of Merchant Taylors' School in the "fifties" by "A. J. C." (Mr. Church's initials are unmistakable), from which we cull one or two characteristic anecdotes. The school in Suffolk Lane was as noisy without as within. "The Company would not allow a porter, and the head boy of my upper form had to discharge his functions. There was neither bell nor knocker," and the caller had to use the classical method of kicking. "I remember a lady, nearly related to myself, coming to make some inquiry. She was standing perplexed, when a drayman, better acquainted with the customs of the place, solved her doubts, and was good enough to administer a kick which was heard to the furthest end of the building. The young porter rushed to the door and opened his eyes wide in wonder that so delicate a foot had made so great an impression."

HERE is the *sors Virgiliana* of the School, as interpreted by Dean Mansel, himself an Old Merchant Taylor, at the tercentenary dinner: "*Ter centum regnabitur annos* (it shall be ruled for three centuries) *gente sub Iliaca* (under the Merchant Taylors' Company), *donec regina sacerdos* (till Her Majesty's Government), *Marte gravis* (pressed by a hostile Opposition), *geminam partu dabit Iliam prolem* (shall give birth to a double Royal Commission)"—that of the Public Schools and of the Universities.

WE imagined that with the death of its promoter the bogus Society of Science, Letters, and Art, Kensington, had come to an end, but a paragraph in *Truth* informs us that the business is still carried on by his widow and others, and that principals of schools, either dupes or knaves, continue to advertise honours obtained in the "Kensington Examinations."

A UNIVERSITY Extension Summer Meeting will be held at Cambridge from August 1 to 26. The meeting will be divided into two parts, the first lasting until August 13, and the second from August 14 to 26 inclusive. The general subject of the lectures will be, "Some Aspects of Life and Thought in Europe and America in the Nineteenth Century." The Vice-Chancellor (Dr. A. W. Ward) will (if his health permits) deliver the inaugural address, which will form a general introduction to the History Section. The lectures will group themselves under the following heads:—(1) History, (2) Art, Literature, and Music, (3) Physical and Natural Science, (4) Economics, (5) Educa-

tion. There will also be lectures on theological subjects. The special feature of the meeting will be the Historical Section. The lectures will deal with some of the leading political movements in Europe and America during the nineteenth century, and the prominent personages who have taken part in them. Among the lecturers will be:—The Master of Trinity, Sir Mountstuart Grant-Duff, the Hon. Canon Lyttelton, the Dean of Ely, Profs. Westlake, Vinogradoff, Erich Marcks, Messrs. A. Gilbert, R.A., Alfred East, A.R.A., G. W. E. Russell, W. N. Shaw, F.R.S., Arthur Sidgwick, Sidney Lee, and Bolton King. Prof. Sir Richard Jebb has undertaken to preside at an Educational Conference. Full information can be obtained from R. D. Roberts, M.A., Syndicate Buildings, Cambridge.

THE Jubilee of Owens College took place on the 13th and 14th ult. A record of the distinguished guests who attended, the presentation, the honorary degrees conferred, the festivities, and the speeches, is rather matter for the daily Press. The *imagines* of Brutus and Cassius were here represented by the "disruptionists"—those who would sever the connexion of the College from the Victoria University. The *Athenæum* chronicler (*aut Mahaffy aut diabolus*) has no doubt that this is the winning party. If our guess is correct, his definition of a University as "fixed in one place, and having one systematic and distinctive way of teaching every one of its students," will hardly include the University that Dr. Mahaffy described as "neither the oldest nor the newest, neither the nearest nor the furthest, neither the richest nor the poorest; possibly not the best, certainly not the worst, in the world."

DR. S. R. GARDINER, who died last month in his seventy-third year, is the third great historian whom we have lost within the last two years. He was educated at Winchester and Oxford, took a First Class in *Literæ Humaniores*, and was elected to a Fellowship at All Souls. He was for some time Professor of Modern History at King's College, London; and on Mr. Froude's death was offered, and declined, the Regius Professorship at Oxford. While known to young students mainly by his excellent general history of England and historical atlas, Dr. Gardiner was famed among scholars for his unrivalled knowledge of, and authoritative works on, the history of the seventeenth century.

THE REV. E. J. W. HOUGHTON, of Stratford-on-Avon, has been appointed to succeed Mr. Upcott as Head Master of St. Edmund's School, Canterbury.

THE Canadian Government has been asked to appoint forty additional teachers for the South African concentration camps.

THE School Management Committee of the London School Board has recommended that the salary of the principal clerk shall be raised from £600 to £700 by annual increments of £15. A correspondent in the *Standard* suggests that members of this Committee should attend an arithmetic class in an evening continuation school.

THE dearth of applicants for vacancies under the London School Board has resulted in a revision of the scale of salaries. There is a general rise in the scale all round of a few pounds. Previous service will be considered, so that a teacher coming under the Board will not necessarily be required to begin at the bottom of the scale. Further, the annual increment will begin after twelve months' completed service.

THE sum of £10,000 has been given by a donor who wishes to be anonymous for the purpose of preparing the chapel of Lancing College for immediate use.

THE Victoria University has paid a well merited compliment to Mr. C. H. Wyatt by presenting him with the honorary degree of M.A. At the same time Mr. Wyatt's salary has been raised to £1,000.

MR. H. W. ORANGE, who has been private secretary to Sir George Kekewich, sailed last month for India to take up his new appointment as Director-General of Education in India. The post was first offered to Mr. Sadler, who declined it. Mr. Mayor succeeds Mr. Orange as private secretary to Sir George.

THE REV. W. A. RENWICK, late second master of Grantham School, has been appointed Head Master of St. Michael's College, near Tenbury.

A TERRIBLE storm is raging at Hornsey between the School Board and the boot-sellers of the district. Boot clubs in two of the schools provide children with boots at a cost of one penny beyond the wholesale price. The competition does seem a little unfair, and perhaps Sir John Gorst will be called upon to give his opinion from his seat in the House.

WE recommend the following to the notice of managers of theatres.

The *University Correspondent* says it appears in the entrance hall of the University of Würzburg: "Honorable ladies who attend public lectures are informed that before entering the lecture-room they must take off their hats. In case of non-compliance with this notice they must expect to have their hats taken away by force."

TEACHERS of grammar may often have trouble with collective nouns, for popular usage is frequently opposed to orthodox rules on the point of the number of the verb to be employed. It is satisfactory to know that the House of Representatives at Washington has decided that the term "the United States" must have a singular verb.

THE village of Eccles, in Kent, is disturbed because a crucifix has been introduced into the village school. It is also asserted that the children were compelled to make ceremonial obeisances to the crucifix. This is probably a later accretion.

THE busy Secretary of the N.U.T., Mr. Voxall, who is also a Member of Parliament, has found time to write a novel dealing with life in a training college and in elementary schools. It is published under the title of "The Girl from St. Agneta's."

THE Salford School Board is arranging for lessons in music, but the pupils are to pay fees that will cover the cost of instruction. A somewhat similar proposal was brought before the London School Board and shelved.

THE Liverpool School Board has accepted an offer of £1,000 for the establishment of prizes for German and Spanish languages.

IN reply to a question, Sir John Gorst drew a distinction between schools conducted for private profit and schools under a company the dividend of which is limited to 5 per cent. This is a fair distinction. A company that pays 5 per cent. or less on its capital is much in the same position as the governors of an endowed school who have received permission from the Charity Commission to borrow money, on which interest has to be paid.

A WRITER in the *Pall Mall Gazette* laments the ignorance of country children. They know and care little or nothing of the country around them. "I was talking to three small boys on Dartmoor," he says, "and I asked them the names of some of the trees growing near. One boy only knew the oak, and not one of them had the smallest idea what the other trees were. I asked them what trees they did know. 'I know an apple tree when her hath gert apples thereon,' replied one of them." Truly there is a chance for the rural teacher to do more in this direction than he does.

THE Richmond School, the result of the most important "tenure case" ever undertaken by the National Union of Teachers, is closed, and the building is for sale. The N.U.T. will see that the staff suffer no loss.

THE London School Board has decided to close all its schools during the Coronation Week.

ANY one who wishes to receive gratis a literary journal which, though limited in its scope, is always entertaining, should forward his name and address to the Editor of the *Periodical*, Oxford University Press Warehouse, Amen Corner, London, E.C.

ON March 12 Mr. W. J. Courthope received at the offices of the Civil Service Commission a deputation from the Modern Language Association, consisting of Mr. H. W. Eve, Prof. Rippmann, Mr. Somerville, of Eton, Mr. Storr (Chairman of Committee), and Mr. W. Mansfield Poole (Hon. Secretary). The chief points urged by the deputation were (1) the emphasizing of the oral part of examination; (2) the elimination of questions on history, literature, and philology from the Army entrance papers in modern languages; (3) the setting of easier papers, especially for English into French, in these examinations; (4) a definition of what is required in French and German of candidates for the Home and Indian Civil Services, as regards Old French and German, philology, metrics, &c. It was pointed out that the papers set varied in these respects from year to year, and afforded no guidance to the teacher. Mr. Courthope undertook that the points raised should be considered by the Commissioners.

TOWARDS the £330,000 required by the scheme for the establishment of a University of Liverpool, £145,000 has already been subscribed.

By the last account over five hundred members of the University of Moscow and more than a hundred other students have been convicted

(Continued on page 244.)

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of riot and "political disaffection." Ninety-five have been banished to Siberia, and 567 have been sent to prison for various terms.

THE Board of Education has not granted the request urged by a joint deputation of the Incorporated Association of Head Masters and the Incorporated Association of Assistant Masters to refer the question of tenure in secondary schools to the Consultative Committee. The alleged ground for this refusal is that the present time is not opportune. We can conceive no more opportune moment than the *interregnum* between the Charity Commission and the Board of Education. Let us hope that the Board's answer only means a short postponement till the Committee have concluded the delicate business on which they are engaged, to determine what institutions shall be recognized as inspecting bodies under Sec. 3 (1) of the Board of Education Act, 1899. The hardest nut they have to crack is to settle the conflicting claims of the Joint Board and the Local Examination Boards of Oxford and Cambridge.

We learn from the *Schoolmaster* of March 29 that the profits of that paper for last year were under £3,000, and that this represents between 5 and 6 per cent. on the market value of shares and 100 per cent. on the original 10s. shares with 5s. paid up.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

THE Registration Order has attracted a large share of the energies of the Branches and of the Executive Committee. While recognizing the improved status which the profession will have when the Register is effective, we are none the less concerned to secure that it shall not in its initial stage damage the position of those at present engaged in teaching, and who can show evidence of work of an efficient character. It is felt that the task of the Registration Council will at first be both laborious and delicate, and it is with much pleasure that we observe that the Teachers' Guild has selected as its representative thereon Mr. F. Storr, who adds to his many labours in the educational field the responsibilities and duties of a member of the Council and Executive Committee of the I.A.A.M.

We hope the petition forwarded to the Duke of Devonshire praying that one of the Crown nominees may be an assistant teacher may result in securing the nomination of one of our leading members, several of whom have been actively pressing the matter for some time past. Should the Assistant Mistresses also secure a nominee, it will much add to our satisfaction.

Mr. G. W. de Saulles, Designer and Engraver to the Mint, has presented the Association with a design for a corporate seal which will assuredly satisfy the most critical by its graceful composition. The difficulty has been to find a motto; the suggestion which at present holds the field is "Que regio in terris nostri non plena laboris?" Further suggestions—preferably shorter—will be welcomed, and should be sent to the Secretary, 27 Great James Street, Bedford Row, W.C., as early as possible. In the meantime we desire to record our gratitude to Mr. de Saulles. A step which we have long wished to take has just been accomplished, namely, the appointment of a paid Secretary to give all his time to the work of the Association. Mr. C. J. C. Mackness, on whom the choice of the Committee has fallen, practised as a solicitor in Scotland from 1892 to 1899, and was from 1900 to 1902 senior assistant master on the "Conway." He commenced his duties on March 25, and we may expect the working of our machinery to be much smoother and more rapid than in the past.

We have received from the Charity Commissioners a promise of assistance in securing information with regard to the expenditure of the trust moneys of endowed schools in the case of individual foundations, subject to the proviso that the information is for a purpose approved by the Commissioners. We have to thank certain influential M.P.'s for the interest they are taking in the question of the salaries of assistants in secondary schools, for it cannot be doubted that an improvement in salaries is urgently needed in the national interest.

The Education Committee has decided to send two representatives to the meeting of the British Association at Belfast.

Our membership has risen to 1,485, and the Legal Fund is now invested as a separate account.

Mr. Virgo has now resigned the position of Assistant Secretary, which he has for so long filled with the most admirable courtesy, tact, and ability. It is not going too far to say that to many of our members Mr. Virgo has personified the Association, and it is a great pleasure to us to state that his valued co-operation will still be given us on the Council, the Executive, and other Committees.

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THE EDUCATION BILL.

So we have our Education Bill at an even earlier date than we anticipated, and the quidnuncs in the *Times* who predicted that it would share the fortunes of last year's Bill have turned out lying prophets. It is, moreover, a big Bill, and Dr. Gow's counsel of line upon line has not commended itself to the Cabinet. Lastly, if we read its horoscope aright, it is meant to pass. Mr. Balfour is its sponsor, and not Sir John Gorst, and Mr. Balfour spoke as one who had set his hand to the plough and did not mean to turn back.

The Bill is now printed, and we can discuss it as it stands without any of the reservations that both its supporters and opponents in the House were forced to make, not having the full text before them. In another column we give an analysis of the essential portions, and a copy can be procured through any bookseller, price 2d.

What, then, do we say to the Bill now we have got it? We must decline, at this stage, to give a categorical answer, and would rather borrow Cicero's commendation of a boy of promise: "Non res est, sed spes." "From the educationist," said Mr. Balfour, "I anticipate, and I believe that I shall obtain, the heartiest support." If only the temperate and conciliatory tone of the Leader of the House and his manifest desire to do justice to all parties are maintained and shared by his colleagues, we can promise him that support.

The Bill, we gladly acknowledge, concedes in principle all, or nearly all, for which we, in common with the Teachers' Guild, have contended. It gives us one Local Authority for all education, the Universities alone excepted. This Authority will act through statutory committees, and on these committees specialists—or, in the words of the Bill, "persons of experience in education and persons acquainted with the needs of the various kinds of schools in the area"—will find a place. Lastly, the Local Authority will have a substantial (though, in our judgment, not quite an adequate) share in the management of voluntary schools. For all this we are grateful.

On the other hand, the Bill bristles with difficulties; but, before we descend to particulars, we must note one radical defect which we hope to see removed. The Bill, as it now stands, is, in respect of primary education, optional. Such a decision, if adhered to, instead of producing order, would more embroil the fray. We need not labour the point. It is monstrous that, by a single vote, a County or Borough Council,

elected for wholly other purposes, should determine whether or not it will take over the control and management of elementary education, while the School Board has no voice in the matter. The permissive clauses found little favour on either side of the House, and the Government can hardly disregard the appeal of its own supporters (who are also educationists), Sir Richard Jebb and Sir William Anson. If they still hesitate, let them listen to the plain speaking of a Ministerial organ:—"A more unfortunate example of ill-timed irresolution could hardly have been devised."

When we turn to secondary education the Bill is good as far as it goes, but it needs tuning up to concert pitch. To a progressive County Council it gives ample room and scope enough, but again there is no compulsion, and with a reactionary County Council, on which the landlord element is predominant, the last state of the county is like to be worse than the first. Evening schools will be dropped, and no new schools will be started to take their place. Even the whisky money is not ear-marked, and may take the place of voluntary subscriptions, which will inevitably decline. We can see no good reason why the Board of Education should not compel the Local Authority to fulfil its duty in respect of secondary, as it does in respect of primary, education.

The same defect reveals itself with regard to training of teachers. No part of Mr. Balfour's speech gave us greater pleasure than his strictures on the unqualified staff of our primary schools and his complaint of the inadequate provision now made for the education of pupil-teachers. No less grievous was our disappointment at finding that no mention of training is made in the Bill. School Boards have been forbidden to establish training colleges, and they have even been called in question for providing pupil-teachers with special instruction. Either Mr. Balfour was indulging in a rhetorical flourish—which we are loth to admit—or he must amend the Bill by an additional clause imposing on County Councils the duty of making provision for the training of teachers.

The compromise with regard to voluntary schools seems to us, on the whole, a fair one. It will not only relieve the "intolerable strain," but it will also put an end to the "one man" manager and to the illogical logic which has hitherto ruled that the educational supply shall vary with the resources, not with the needs, of a district. Over the curriculum of a school the Local Authority will be supreme, and they will be able by inspection to see that their views prevail. Why they should be given a veto on the appointment, and not on the dismissal, of teachers we do not see; nor why this veto should only be exercised "on educational grounds" (would this cover drunkenness, or advocacy of faith-healing?). But these are minor objections. The permission to start new denominational schools irrespective of the present school supply will need to be carefully guarded; else we may witness in the next year an outburst of denominational jerry-building such as followed the Act of 1870.

The Bill, as we have said, bristles with contentious matter, and in this first article we have attempted only to deal with the broad outlines. Will there still be an annual Code? Will the Board of Education continue to inspect? What will happen in the case of a deadlock between a County Council and its Education Committee? Who is to appoint the nominated members? These are but a sample of the vexed questions that we must leave for the present. We wait with impatience the second reading, when the Government must pronounce whether the Bill is to be optional or compulsory—*signum stantis aut cadentis legis*.

REVIEWS AND MINOR NOTICES.

Psychologie de la Femme. Par HENRI MARION, Professeur à la Faculté des Lettres de Paris. (Paris: Librairie Armand Colin.)

The lectures embodied in this volume were left by the late Prof. Marion in a state of imperfect preparation for publication. The text of each lecture was fully written out; so were all extracts, allusions, and quotations; and the scheme of construction and connexion for a complete book was indicated; but there remained some final revision to do. And revision done by M. Marion himself might have carried with it some rearrange-

ment of matter, some pruning where repetition occurs, some introduction of new turns of phrase and form where monotony is felt. So the publisher thinks; while he tells us also what full competency as to the subject, and perfect respect for the idiosyncrasy of the author, Prof. Darlu has brought to the completion of the task interrupted by the death of M. Marion. It is always fair to a work that appears posthumously to take into consideration the conditions under which it has passed through the press. Yet it may be said, with perfect truth, of these studies that they really need no apology. Indeed, it is not inconceivable that they might have lost more than they could gain by being carefully corrected by the author himself. The psychology of woman is a subject of which the world of to-day may be pardoned for thinking that it has already heard rather more than enough. But a lecturer has to consider—not whether the world at large is, or is not, tired of his theme—but what the particular section of the world sitting at his feet is in need of learning about the matter. He has to focus his subject at a definite point, and he need not distress himself if a good many things that fall naturally into his canvas are familiar and hackneyed commonplaces. But when he reads over his lectures, with a view to giving them a permanent form, he is in danger of striking out too much of this commonplace matter, and so making his book too thin to be convincing. It is a great merit in M. Marion's philosophy that it accepts and endorses most of the great commonplaces about the temperament of women. Probably some people will be shocked by the passage which declares that when you have taken away from the hysterical character all that is exaggerated, morbid, and unreasonable, you get the typical temperament of the normal woman. On the face of it, this assertion looks like an insult to the sex, but really it is none. What M. Marion means, and what he makes perfectly clear to those who follow his reasoning step by step, is this: The feminine organization is, in a general way, more sensitive and responsive to suggestions from without, and especially to suggestions that come through the affections, than is the masculine organization. Every suggestion responded to is an impulse to action or expression of some kind or other. To have more impulses than others is to be a more impulsive person. The sex that has more impulses is the more impulsive sex; but to have many impulses is not to have character; and, *a fortiori*, to have more impulses than others is not to have more character than others. The beginning of character is the firm resolution that controls impulses—few or many—and compels them to serve a definite purpose of duty or aim of ambition. Therefore, woman, having, as we may say, rather more human nature in her fundamental constitution than man has, requires stronger resolution, firmer purpose, more persistent will than he does to arrive at harmonious and successful results of character and career. Hysteria is the irregular and ill-regulated action of impulses and affection, under the non-government of a diseased will. What more natural, then, than that it should be the common infirmity of the sex whose particular problem in life is how to control a larger number of quick impulses and affections without a larger share of will power. That the special endowment of the feminine sex makes it, as a whole, less fit for political life, and, indeed, for all public life and for all professional work, M. Marion does not pretend to deny. But, while endorsing these old commonplaces about the temperament of woman, he is very far, indeed, from building up on them the old-fashioned conclusions that, therefore, woman is to be denied the education which will help her to discipline her numerous and unruly host of impulses, or the openings in life which will enable her to support herself and, if necessary, her children or her parents, and so save her from some of the extra suffering to which her extra sensibility makes her liable. In the education of children, M. Marion deprecates the laying of too much stress upon the differences of sex. These differences, being natural and fundamental, may be trusted to take care of themselves. The boys will be boys and the girls girls, do what you will with them. The danger to guard against is their not becoming complete human beings. Aim, therefore, at calling out the sympathies, tastes, powers, and affections that are, or ought to be, common to both sexes. And, as a means to this end, he recommends the co-education of boys and girls. But this is by the way. The special value of M. Marion's book lies in its psychology, not in its practical economy. There are plenty of living writers and lecturers who will give us as good advice as M. Marion does about educating our girls and putting them out in the

world or keeping them at home. But there are not many who explain so clearly and so pleasantly the motives, impulses, and qualities of both men and women. Here, for instance, is a passage setting forth the difference between "impulse" and "initiative," which most people would be the better for carefully considering, whether their need be to understand their own character, or their neighbour's, more truly:—

Bien plus que le manque d'impulsion, ce qui l'empêche [the average woman] de se décider fermement, c'est l'excès d'impulsion; ce n'est pas de manquer de mobiles, c'est d'en avoir trop et d'être le jouet d'impulsions contraires. Impulsives comme nous l'avons vu, voilà pourquoi elles ont si rarement cette résolution personnelle qui est le premier trait d'un caractère. Impulsion et initiative n'est-ce pas à peu près la même chose? En effet, rien n'est plus voisin, mais à deux conditions pour le moins: d'abord, que l'impulsion, unique ou tout à fait dominante, soit, de plus, durable, et commence véritablement quelque chose, une série d'actes qui se tiennent; puis, que l'impulsion soit quelque peu réfléchie, de façon qu'on puisse dire que la raison l'accepte et la fait sienne, et non qu'elle est entraînée machinalement ou subjuguée par elle.

It would be impossible to improve upon this definition of initiative, as distinguished from impulse, and, if we take together with it the description on an earlier page of the hysterical character, we shall have almost all the psychology of the will that is necessary for practical dealing with life.

Le caractère hystérique est une maladie chronique de la volonté, une diathèse. Or, bien qu'il ne soit pas particulier aux femmes, il est chez elles infiniment plus fréquent. Mobiles à l'excès, versatiles, fantasques, ces malades n'ont de constant que leur inconstance, aujourd'hui enjouées, aimables, gracieuses, demain ennuyées, maussades et boudeuses, tirées en sens contraire par des sympathies et des antipathies incompréhensibles, indifférentes à un grand malheur, consternées par un contre-temps insignifiant, exaspérées par la plus légère plaisanterie. . . . Bref, les hystériques ne savent pas, ne peuvent pas, ne veulent pas vouloir. Elles sont dans un état d'équilibre instable, d'incoordination, d'anarchie morale. Otez maintenant l'excès de tous ces symptômes, réduisez-les de tout ce qui en fait le caractère morbide; vous avez un caractère très général de la volonté de la femme, l'explication tout au moins de peu d'aptitude à vouloir avec suite.

But then the great majority of women find the dominating influence in a sentiment either of duty, religion, or love. And to such sentiment, when it is once found and submitted to, women, M. Marion recognizes, are apt to be not less, but more, constant than men. The inconstancy of women is a thing of the intellect and the tastes, not of the heart. And he makes at least one very good and very true point in favour of women when he notes that—though a woman's affection does sometimes grow cold—the cases are rare (if not non-existent) in which this happens because the person loved has become in any way more unfortunate, less attractive, poorer, or more suffering; whereas, with man, love is not seldom known to wane simply because the object of it has ceased to be young and beautiful. Again, though he recognizes that in woman the love of domination is strong—as strong, perhaps, as in man—he notes one very remarkable difference between the manifestations of this taste for dominion. A man likes to be served by his subject: a woman likes to serve hers. In fact, the love of dominion, and the necessity for self-devotion run very much into one another in woman. A woman who can see, as M. Marion remarks, will often marry a blind man out of compassion, and find happiness in being eyes to him. But who ever heard of a man who could see voluntarily uniting himself—out of compassion—to a blind girl? From all these things it will be seen that M. Marion no more held a brief for the inferiority of woman than for her equality, or her superiority, to man; though, certainly, the drift of his argument is towards the opinion that subjection is the natural lot of the average woman. Initiative and originality being exceptional in her, she inclines to put herself under the influence, if not the recognized authority, of the sex that has more initiative. Independent action is made difficult for her by her need of affection. The woman to whom independence of character is not difficult is hardly womanly, and, therefore, she is not lovable. But, when a woman combines true womanliness—as M. Marion affirms that many do—with the qualities of *un honnête homme*, then she is the most delightful creature in the world. La Bruyère said as much of *la belle femme*. M. Marion discounts the beauty, and still accords the praise. The best friends he had were women—beautiful or not—who combined in themselves the best qualities of both sexes.

L'Université et la Société moderne. Par GUSTAVE LANSON, Maître de Conférences à l'Université de Paris. (Price 1f. 50c. Paris: A. Colin.)

It is refreshing to meet with a really thoughtful book which can yet be read with ease and pleasure; and Prof. Lanson's is emphatically of this description. Though originally published as a series of separate articles, the book shows a thorough unity of purpose; and, though dealing primarily with the special problems of the Université de France and the recent reforms of M. Leygues, it is full of suggestion to educators of all countries. It will be read with special pleasure by those who are most convinced that the great need of this century is an educational system which shall really reflect the ideas of the century, and who lament as one of the worst obstacles to real reform the popular confusion between "science" (so called) and real scientific method.

J'en veux [writes the author in his preface] à un certain esprit, qui peut également se trouver dans le moderne et dans le classique, que je blâme le moderne d'avoir emprunté au classique, et que je voudrais expulser du classique comme du moderne. La lutte me paraît devoir être non pas entre la méthode littéraire et la méthode classique, mais entre la méthode littéraire et la méthode scientifique.

Let us lay less stress upon methods of culture which are apt to train our youth

à croire que les choses sont parce qu'il nous est agréable et utile qu'elles soient;

let us abandon

l'idée de dresser la jeunesse d'une nation aux jeux aventureux du goût subjectif, de la logique imaginative et de la rhétorique brillante; for, while

l'éducation littéraire est excellente pour faire, avec beaucoup de ratés, quelques individus supérieurs qui éblouiront le monde de leur fantaisie originale et égoïste, l'éducation scientifique, seule, peut améliorer toute la jeunesse d'une nation et lui donner l'esprit de précision, de méthode et de discipline nécessaire aux œuvres collectives.

Not that Prof. Lanson undervalues true literary education, or would have the boys spend all their time learning "science," but simply that, in every subject, we should cease to pardon, for the sake of their "brilliance," ideas and methods which are demonstrably false. The most brilliant genius will be none the worse in after life for having been led by sympathetic teachers to look the facts of the world straight in the face; while the present attempt to give a "literary" training to minds empty of real ideas is admirably adapted to train a whole population accustomed to live upon words rather than upon realities.

In France the dead hand of classics has weighed even more heavily than in England upon the teaching of modern languages. But now M. Leygues has at last laid down a maxim which, if carried out in practice, will revolutionize this latter study: "Si la connaissance et la possession réelle de la langue (vivante) enseignée n'est pas donnée à l'élève, au terme d'un cours d'études, on doit considérer que cet enseignement a échoué." It is difficult to imagine a proposition theoretically more trite and superfluous, or practically more significant in its implied condemnation of the past; it is like Mr. Brodrick's solemn assurance that no high commands shall henceforth be given in peace to men to whom we should not dare to trust our fortunes in time of war. Yet, unless we are mistaken, no authority in England has yet dared to commit itself definitely even to so obvious a truism as this.

M. Lanson is justly severe upon those smatterings of biographical facts and third-hand criticism with which boys are crammed in France, as in England, under the name of "literature":

L'histoire littéraire, chose d'enseignement supérieur, est, dans l'enseignement secondaire, un fléau. Les élèves . . . ne peuvent contrôler ni comprendre les formules du maître, avec le peu qu'ils ont lu. Précédant la lecture à peu près complète ou du moins abondante des textes, le cours d'histoire littéraire est une école de psittacisme.

He seems to us less clear than usual in his exposition of the method which he would follow in teaching a Latin or Greek author (page 107); his description seems to point towards a method of minute verbal criticism which, in any but the most skilful hands, might become extremely wearisome to the pupil—so much so as to make us suspect, rightly or wrongly, that Prof. Lanson has not had much experience of actual class-drudgery with the average boy. But he pleads convincingly for a method which shall take at least as much account of a classical author's thoughts as of his phrases, and which, through the

far simpler analysis of ancient problems, shall train our boys by degrees to work out the more complicated modern problems which, from their very nearness to us, stand out in such false perspective. Not only the teacher, but all who are interested in education, will find much to stimulate thought in these hundred and fifty pages.

The Knights of Aristophanes. Edited by R. A. NEIL, M.A., LL.D. (Aberdeen), late Fellow and Tutor of Pembroke College, Cambridge; University Lecturer in Sanskrit. (Price 10s. net. Cambridge University Press.)

If anything could make Neil's friends regret his so sudden death more than they do, it would be this work, first and last flower of his classical scholarship, so delicate in its taste and humour, so sound in learning, so full of new lights on old things. Even this work is incomplete; although we have the notes very much as they were designed, the introduction is meagre, and there are indications that the editor meant to enlarge its scope and to deal with a number of collateral questions suggested by the play. As it stands, it contains a brief account of the circumstances of the play, and of the Old Comedy.

One of the wider questions opened up by "The Knights" is the relation of old to young Attica in speech and religion. Several of the notes touch on this. It is pointed out that the worship of Athena was democratic, and had the direct support of Peisistratus, Themistocles, and Pericles (line 581); that Poseidon was the aristocratic god (551), and that the oath by his name was especially used by certain classes of persons, and carried a special weight (144, &c.). But the relations between the two deities, and their reconciliation, is a complicated question; and on inquiry it might turn out that Poseidon, being the aboriginal god, continued first not only with the aristocratic class, but with the old-fashioned among the commons and with the country folk. Cleon, be it observed, is fond of swearing by Poseidon. This might be combined with other traces of old-world use, such as the subjunctive with *ei* (678, 700), and it might be shown that such irregularities as this, occurring both in the more formal style and in popular speech, are a just parallel to the English use of *thou* in prayers by all and in the conversation of the country folk. Again, the value of Aristophanes as a political critic might have been estimated. There is no doubt that the editor was ready to say something on the second point; if he appears not to have realized the first, a hint would probably have set him at work on a fruitful investigation, and would have saved him from supporting Cobet in excising these "solecisms" (698).

In the notes, the reader is struck by the keen discrimination shown, and particularly by the editor's fine tact in realizing associations. It is not too much to say that he gives us a new relish for the play. Take, for examples, the notes on *κακοδαίμων* (7), "*poor devil*, barely a serious word"; on *ἐνθού* (51), "*probably a nurse's word*"; on *ἔξω* and *σχήσω* (130); on *ὁ πένθος λεώς* (224), "*a kindly touch*"; on the nouns in *-εσμα* (278); *ἐπέτειος* (518); *ζεύγος ἐμβάδου* (872), a phrase "*as unnatural as 'a pair of two shoes'*"; *φῆγγος* (1319); and the appendix on the use of *γε*. We might suggest adding, on 98, a reference to the familiar *κατ' ἕγεν, ἕγεν, ἕγεν*; and on 1309, we see in *Ναυφάντη ἡ Ναύσσωνος* an allusion to the designation of triremes in the inscriptions, the maker's name being given in the genitive.

On 1078 *εἶεν* should be printed as one word. Once or twice the force of an idiom seems to have been missed: thus, *εἰ μή* in 185 means rather, "Oh, yes, I'm a gentleman if I am not a cad." The etymological notes are good, as would be expected; but *βάλε* the particle can hardly come from *βάλλω* (1151). With a few trifling exceptions, such as these, we have nothing but admiration for the book.

T. Macci Plauti Rudens. Editio Minor, with an Appendix on Scansion, for the use of Schools. By E. A. SONNENSCHN, D.Litt. Oxon., Professor of Latin and Greek in the University of Birmingham. (Clarendon Press.)

Prof. Sonnenschein's *Editio Maior* has long been acknowledged the standard edition of the "Rudens," and it is well enough known to need no commendation. The present is an abridgment of that, with those notes omitted which deal with textual criticism or are otherwise more advanced than the wants of a schoolboy. They might have been still further abridged

with advantage; but no doubt the University man was in the editor's eye as well as the schoolboy, and for him the notes are not too many.

The appendix on scansion is better than any other we have seen in a school-book; but it is not the right thing yet. Editors must learn to shake themselves free from Greek prejudices, frankly acknowledge that Latin poetry was naturally accented, and scan Plautus as they would (or should) scan Shakespeare. The Plautine metres are, in fact, a compromise between the formal Greek model and the indigenous accentual verse, as the English metres are, only not the same compromise. The mistake has been that hitherto editors have regarded them as the Greek model influenced by the stress-accents; whereas the truth is that they are accentual in principle, and are merely influenced to a small extent by the Greek model. The key to scansion is the colloquial accent, not of the word, but of the phrase, as Mr. Lindsay has so brilliantly shown. Prof. Sonnenschein applies his key in a half-hearted way, and still leans to the old theory. As regards the notes, we offer a few suggestions which he may, perhaps, consider in revising his larger work:—Line 7: compare the English dialectic (and American) *nights* for *by night*. Line 99: the meaning seems to be, "I understand you; I am your slave; I obey." Lines 129 *et seq.*: the mixture of construction is colloquial, as may be seen even in a writer so sensitive to style as Plato; it is surely not likely that Plautus wrested his language to make the verse scan. Line 155: could *quanti* be nominative, "how small and mean"—the proverb taking a new turn because they looked small? Line 305: compare *auditt* from *audiuit*. Line 384: the transition of *qui* to a declined pronoun by popular error should be made clearer, and illustrated by *cuius*, *-a*, *-um*. Line 495: *bito* is from *bacto* = *βαίω* with different suffix, the compounds having reacted on the vowel of the simple verb. Line 502: cases apparently depending on a verbal noun are perhaps better regarded as depending on the whole phrase. Line 583: a difference of dialect is clearly meant; cf. Aeschylus, "Choe-phori," line 561: *γλώσσαν οἴσμεν Παρηγηίδα*. Line 799: the reference should be Martial, l. cxvii. 7. Line 1290: is not the verb impersonal—"it knocks, there is knocking"?

We are glad to recommend a book not made to order, but written by one who knows his business.

"The Self-Educator Series."—*English Composition*. By G. H. THORNTON. (Price 2s. 6d. Hodder & Stoughton.)

Our first impressions of this book were favourable. "The only satisfactory way to learn composition is to compose" is an excellent beginning, and throughout the volume theory and practice go hand in hand. A closer examination shows that Mr. Thornton has not broken loose from the traditional methods of teaching rhetoric, and that he himself is anything but a safe guide or model in composition.

The first chapter starts with a most misleading metaphor. Language is "the bridge that conveys ideas from mind to mind; . . . it has no value in itself." Had Mr. Thornton read or even seen the title of Darmesteter's "*La Vie des Mots*," he would have amended his metaphor, or, at least, pointed out its inadequacy. We pass to Exercise I. The second sentence to be corrected runs: "The Frenchman regards the observation of the Sabbath from a different standpoint than we do." In the key, "observation" is corrected to "observance" (though Milton and Jeremy Taylor might pass as authorities for this use of the word), and the rest of the sentence is allowed to stand. Then we have metaphor, simile, metonymy, synecdoche, *autonomasia*, and all the troop of antic figures which are as useful to the writer as *barbara celarent* are to a pleader at the Old Bailey. All metaphors, we are told, can be expressed in the formula of a mathematical proposition, and the comparison between the surface story and the underlying meaning could be worked out in the case of "Gulliver's Travels" in mathematical form. Was it not a Scot who declined to read "Paradise Lost" because the argument was not set forth syllogistically? Bacon (here, as usual, miscalled Lord Bacon) is corrected for a too condensed style; for "imagination as one would." We are told to substitute "the habit of trying to persuade ourselves that things are what our desires would have them to be." We prefer Charybdis to Scylla. Instances of the "loose participle," against which the pupil is warned in a special paragraph, might be culled in plenty from the text;

thus, on the same page as "Lord Bacon," "Speaking generally it may be said," &c.

It is only in the last twenty pages that composition proper, that is, the essay, is discussed. Here we have some really useful hints on books to read as a preparatory course; but the specimen essays and skeletons of essays that follow leave much to be desired. Space forbids any detailed criticism, but we may quote as samples two beginnings of hints for essays:—

1. *The style is the man.*—In its widest sense this means that we are known by our manifestations. "By their deeds ye shall know them." "Manners maketh man."

2. *The exception proves the rule.*—As commonly used this proverb is false. Example: The rule, "No quadruped lays eggs," is disproved by the exception, "Crocodiles lay eggs."

For the sake of our younger readers, we may point out how wide this illustration is of the mark. The saying is nothing but a paradoxical statement of a truism; the fact that any adduced case is exceptional implies that there is a generalization (not an invariable law) to the contrary. The common fallacy lies in assuming that the case adduced is exceptional. The author is good enough to commend the "Mock Essays" in a certain work not unknown to readers of the *Journal*; but he is careful, at the same time, to warn his readers not to waste their money on purchasing the volume in which they appear, as "the book is not of general interest." We are not impartial judges, but, if we mistake not, the general reader, as well as the young essayist, will prefer for interest Mark Pattison, Mr. E. E. Bowen, Mr. Morshead, and Dr. James Ward to any of Mr. Thornton's model essays.

"English Composition" is not worse than its congeners, and in some points it is an improvement on them; but the manual of essay-writing for young scholars is still to seek.

Words and their Ways in English Speech. By JAMES BRADSTREET GREENOUGH and GEORGE LYMAN KITTREDGE. (Macmillan.)

A popular work on etymology, by two Harvard professors, which may take rank with Trench's "On Words," and Darmstadter's "La Vie des Mots." The main object of the book is to answer some of the questions that may occur to "the practical man who rides in electric cars, talks by the long-distance telephone, and dictates his letters to a stenographer, but seldom has time to think that he is the heir of all the ages." This very sentence, quoted from the preface, might serve as a text for a sermon on the divergence of idiom in England and America. Our Professors, however, write singularly pure English, and, apart from the spelling, the only clear Americanism we have detected—"we have already averted to this doctrine"—may be a misprint. Some words—as a "monk" for a monkey, a "rubber" as a word of general reproach—are new to us, and "vagarious specializations" sounds strange. The work is popular; phonetics are scarcely alluded to, and the very casual remarks on the origin of language and the home of the Aryans might well have been omitted. On the other hand, the chapters on learned and popular words, slang, fashion in language, and fossils are excellent.

In view of a second edition, which the book is sure to reach, we will put down some jottings and queries for the authors' consideration. Page 33: "humour" is not distinguished from "wit," and the true meaning of "irony" (page 221) is quite misunderstood. Page 35: "quiddity" is not a synonym of "quality," but a separate category. Page 44: *Ludi magister* is properly a trainer of gladiators, and "master" certainly did not get its honourable connotation from the schoolmaster—suffering is the badge of all our tribe. Page 50: it should be pointed out that "telegraph" is an impossible formation. Page 60: "'desire' is soldiers' slang"—we should like chapter and verse for this paradox. Page 68: "hypo" for "hypochondriac" we never met with, while "hipped" is in everyday use. Page 71: that the origin of "*ad captandum*" remarks" in the reply of a certain Congressman who insisted that he must make a speech for Buncombe—i.e., his particular constituents—wants confirmation. On the other hand, there is nothing mythical about Captain Boycott (page 378). Page 99: *vim*, as popular slang, is unknown in England. Page 102: *folio* is not "on such and such a leaf," but borrowed from the Italian, like *quarto*. Page 187: "annuitant" proves that the suffix "-ant" is not quite dead. Page 189: for "*aide-de-camp*" read

"*aide-de-camp*," and for "antiquarian," "antiquary." Page 202: a "three-foot measure," a "ten-pound weight" are still perfectly correct English. Page 208: "umbrage" is misinterpreted; "un cheval ombrageux" gives the key. Page 225: "brag," "mope," "portly," "wink," "feed" are none of them words below the dignity of poetry, as might be shown from Tennyson alone. Page 232: for "*neglegere*" read "*negligere*"; for "*strata via*," "*strata viarum*." Page 266: the superstition of "the hair of the dog that bit you" fossilized in "treacle" should have been noted. Page 288: a "publican," in its everyday sense, seems unknown in the States. Page 332: "Teetotal" is not a reduplicated form of "total." The story of the stammering total abstainer rests on good evidence. We can cap the French absurdity here given—*totalisme du thé*. "What is the French for teetotaler?" a French professor was asked, and promptly replied: "*Thé tout-à l'heure*." Page 380: "bohemian," in the social sense, is not a coinage of Thackeray. Have the Professors never heard of Murger's "*Vie de la Bohème*"? Page 381: Milton's "Atlantean" is from "Atlas," and has nothing to do with Bacon's "New Atlantis."

Eadie's Biblical Cyclopædia. New Edition. (Pp. viii., 687; price 10s. 6d. C. Griffin & Co.)

This is a new edition of an old work which has been, more or less, "brought up to date" by Prof. Sayce and others; but with one important limitation: "The principles upon which the work was based remain unchanged. Those who want the speculations of the so-called 'higher criticism' must go elsewhere." Unfortunately, not merely the "speculations," but also the most assured results, about which modern scholarship of all shades is practically unanimous, are here scouted or ignored. Nothing is now more certain, for instance, than that the Book of Isaiah falls into two distinct parts, which are distinguished by every conceivable difference of style, thought, language, historic background, &c., and belong to different categories of authorship. This, of course, is one of the commonplaces of modern Biblical science. It is not a little surprising, therefore, at this time of day, to be informed gravely:

So vivid and sublime are the prophecies in the second portion of Isaiah that a very large proportion of modern critics have attempted to set them down as belonging to a later era—as composed in times more recent than the son of Amoz. Their reluctance to acknowledge either prediction at all, or, at least, predictions of such luminous beauty and exactness, opens the path to select, among the inspired writings, what is, and what is not, authentic in their estimation. There are, however, other difficulties as well. Isaiah's style in the latter chapters does differ from the earlier; but so does the theme; and may not a writer's style vary with his subject or with his age and experience in composition? (Page 382.)

After this it is not surprising to find Moses spoken of as "the author of the Pentateuch," and to be told that

No ancient book is surrounded with such evidence of its genuineness, authenticity, and inspiration as the Pentateuch. Venerable in their age, sublime in their natural simplicity, overpowering in their evidence, and mighty in their results are the five books of Moses. (Page 460.)

As might be expected, the book is strongest on the archaeological side. Such articles as "Assyria," "Babylon," "Jerusalem," "Dwellings" are interesting, and embody some of the results of scientific research. Even Noah comes in for a share of Babylonian illumination (page 482). Many of the articles, however, even when not disfigured by unintelligent polemic against the "higher criticism," are exceedingly thin and sketchy. The best thing about the book is, undoubtedly, the illustrations (mainly photographic reproductions), which are excellent. Before the work can claim, in any real sense, to have been "brought up to date" a much more thorough-going revision will be necessary.

"Regions of the World Series."—*Britain and the British Seas.* By H. J. MACKINDER, M.A. (W. Heinemann.)

The series of twelve volumes here promised under Mr. Mackinder's editorship should do much to remove from British geographers the reproach of German superiority in this field. The first volume has the advantage of interest to English readers, and of a fullness of material, well handled by the author in his presentation of our country as "the intricate product of a continuous history, geological and human." The chapter on "Historical Geography" strikes us as particularly

illuminating, studded as it is with comparisons like that of Thanet to Zanzibar, and of the spreading Saxon settlements to the thirteen original colonies of the United States. The familiar subject of British weather and climate is treated in a solid manner that could be beaten out into much conversation. The more purely geographical features of Britain, by land and sea, are not less ably displayed as the background of a picture, on which a human interest is supplied by such themes as "Metropolitan England," "Industrial England," "Strategic Geography," &c.; and the book ends with a moral that will recommend itself to the present drift of public opinion, if not to Mr. Labouchere. As an example of the author's care in collecting materials, his chapter on "Economic Geography" acknowledges obligations to Major Craigie, of the Board of Agriculture, whose statistical work deserves such recognition beyond the official sphere. Mr. Mackinder's name—if it do not belie his nationality—invites two slight criticisms: that, like most writers, he seems rather to shirk the obscure question of islanded fragments in other counties, more common in Scotland than in England; and that, while duly mentioning the "rain shadow" of the Buchan district, he takes no note of the adjacent oasis of geniality about Forres, where the mean temperature is almost equal to that of London, warmer in winter, cooler in summer—a discovery that has made Nairn the "Brighton of the North." The book is fully illustrated by excellent maps and diagrams; and, if the rest of the series come up to this precursor, Mr. Heinemann is to be congratulated on a notable addition to educational literature.

Webster's International Dictionary. A New Edition, revised throughout under the direct supervision of W. T. HARRIS, Ph.D., LL.D. (Price £1. 10s. net. G. Bell.)

We have before us an old friend with a new face, an ancient worthy who has renewed his youth like an eagle—the simile is appropriate to the land that bore it and has fashioned it to the ripeness of full manhood. The reviewer as a rule can only sample a work of this kind, look out at random some score or more of test words and pronounce judgment accordingly. Of "Webster's Dictionary" we can speak more confidently, as during the last ten years hardly a day has passed on which we have not had occasion to consult it, and when we state that for one miss we can record a hundred hits we are speaking well within the mark.

For the thoroughness of the revision the name of Dr. W. T. Harris, the United States Commissioner of Education, is sufficient guarantee. In the first quarter of the alphabet the "Oxford Dictionary" has supplied numerous corrections. The supplement runs to 234 pages and contains twenty-five thousand additional words. This is a marvellous development for a single decade, and should the growth of words continue at the same rate the prospect is alarming not only for the lexicographer, but also for the student. Naturally three-fourths of the new words are purely technical and scientific, and it becomes a question how far technological words which could occur nowhere save in a special treatise on botany, chemistry, &c., should be admitted. Yet there are dozens of words in the supplement that every educated man uses to-day which ten years ago were almost unknown—*automobile*, *ampère*, *bridge* (the game), *commando* (whether *commandos* or *commandoes* Webster does not decide), a *peg* (a drink), *tabloid*, *taboo*.

One omission that we pointed out in the edition of 1890 has not been supplied. It is a comedy of error that the phrase "secondary education" should occur in the editor's preface, and still be absent from the Dictionary.

Dr. Harris has himself undertaken the department of philosophy and psychology, and on the first page of the supplement we find an admirable definition, or rather a description, of the philosophy of the absolute. We advise our readers to purchase the edition in full calf at an extra cost of 8s., and another 3s. 6d. will be well expended on the patent marginal index—a great saving of time in looking out words.

The Earth's Beginning. By Sir ROBERT STAWELL BALL, LL.D., F.R.S. (7½ × 5 in., pp. viii., 384, illustrated; price 7s. 6d. Cassell.)

The material of this interesting and well written book is that of the series of lectures for juvenile audiences delivered at the Royal Institution at Christmas, 1900, and providing a popular exposition of that branch

of astronomy which treats of the evolution of the earth, the planets, and the sun from primeval fire-mist—the nebular theory in fact. We must warn our readers, however, that the term "juvenile" must be taken to refer to young people of about eighteen or nineteen years of age. Clear and lively as the exposition is, it will not, we think, appeal to the young—or indeed, be quite intelligible to them—before that age. Most of us know by this time what a lecture or a book by Sir Robert Ball will be like. It will be clear, lively, interesting, and sound. He knows his subject well, and believes in it, and makes the reader believe in it too. He abounds in instructive analogies and illustrating similes. He is always on the alert and knows the probable weak points and the possible strong points of those whom he is addressing. In the book before us, having stated his problem, he begins by discussing the fire-mist and nebulae, both apparent and real, touching specially on the improvement in the instruments of observation and the uses of spectrum analysis. He then passes to consider the sun, its heat, and how this is maintained, the history of the sun, and then turns to speak of the earth, its beginning, the great boring—more than a mile deep—at Schladebach, near Leipzig, what it taught us about the internal temperature of the earth, what we may further infer from this, and so round again to the nebular origin of the earth. A chapter follows on Earthquakes and Volcanoes, and then another on Spiral and Planetary Nebulae. In the next chapter, entitled "The Unerring Guide," difficulties for the unscientific and unmathematical reader come fast and furious; but Sir Robert guides us patiently and steadily through them all—energy, the idea of the conservation of moment of momentum, the principal plane of the orbits of the planets, &c.—and lands us safely on the other side, a little breathless, perhaps, but cheery still, and ready to begin the consideration of the evolution of the solar system. This, and the *pros* and *cons* of the nebular theory occupy us for the rest of the book. The theme is certainly a magnificent one, and, as Sir Robert puts it, "represents the most daring height to which the human intellect has ever ventured to soar in its efforts to understand the great operations of Nature." The mere affairs of everyday life shrink into insignificance in the presence of such mighty phenomena, of such enormous difficulties tracked down and explained with such skill, such intellectual power, such untiring patience. The greatest of the conceptions involved daunts and amazes the mind when first we endeavour to think in terms so vast, and it takes time to grow accustomed to sizes in comparison with which this solid earth of ours is but as a mustard seed, and to distances so huge as to be well-nigh unthinkable. Sir Robert Ball is well aware of this, and, pitying our infirmities, does not hurry us along too quickly, but gives time and space for the ideas to work and spread, and for our minds to rouse and stir themselves to the height of his great argument—and is bright and cheering all the while. The book is one which girls and boys of sound and generous education should read during the last year at school.

Studies in Auditory and Visual Space Perception. By ARTHUR HENRY PIERCE, Ph.D. (7½ × 5 in., pp. vii., 361, with diagrams; price 6s. 6d. net. Longmans.)

Dr. Pierce is Professor of Psychology in Smith College. This collection of essays represents the regular publication demanded of a Kellogg University Fellow of Amherst College, and is a contribution to a particular field of experimental psychology. It is so much outside our usual lines that we must content ourselves with a very brief description. Rather more than half the book deals with the localization of sound. The rest treats of seven illusions in visual space perception. Dr. Pierce first sets forth the theories and results which have been arrived at, up to the recent past, concerning auditory space perception. The general purport of these is against there being any such thing. Then he gives and discusses the results of more recent experiments by himself and others—especially as regards direction and distance. His conclusion is in favour of there being a power to localize sound; but adds—"as complete as it might be ideally, our auditory space is at a low grade of development, and its harmonization with the other spaces is far from complete by reason of the small practical utility of such an achievement. . . . So far as it goes it is no less real than its sister spaces, and to an extent much greater than is commonly acknowledged it contributes to their development." The discussion of the visual illusions is clever and interesting.

"The Pitt Press Shakespeare."—*Macbeth*. Edited by A. W. VERITY, M.A. (6½ × 4¼ in., pp. xlviii., 288; price 1s. 6d. Pitt Press.)

That this is a learned and scholarly edition of the play a very slight inspection will readily reveal. Indeed, as a small edition for adult students it has not its equal. But we cannot speak so highly of it as a school edition. In the introduction, in the notes, and in the appendices it contains much more—very much more—than is needed by pupils of school age; while, except in two or perhaps three of its sections, the introduction does not introduce, but criticizes, illustrates, and expands; and, in fact, includes much which, if included in a school edition at all, should come *after* the text and in the form of an appendix. Mr. Verity seems to be losing touch with the needs of schoolboys and schoolgirls. He has had such a magnificent quarry to draw material from in Furness's "Variorum" edition that he has been unable to

refrain from borrowing a little of everything. Moreover his own independent study of "Macbeth" has evidently been so full and close that he cannot bring himself to leave any point untouched, and ends by burying the text in a great pile of material nearly one-half of which is quite unfitted for ordinary school use. The text occupies thirty-eight pages of large print, the introduction forty-eight pages and the notes and appendices two hundred pages of small print. The fault of the edition from a school point of view is its lack of discrimination; but, apart from this, the book is an excellent one in every way—sound, scholarly, and appreciative. The notes, though somewhat too numerous and occasionally too full, are otherwise models of what notes should be. They treat the play as a play and as a work of art, are unfailingly appreciative of touches of character and dramatic intention, and are well informed in every way. The appendices also are well written, interesting, and instructive. Indeed, there is little or nothing of prime importance in Furness's large collection of material which is left unrepresented, besides which, there are the results of Mr. Verity's own careful study. The general plan of the volume follows that of the rest of the series. To teachers and adult students we heartily recommend this edition; but for pupils of school age we think it will be wiser to choose something less elaborate.

"The Warwick Shakespeare."—*Much Ado about Nothing*. Edited by J. C. SMITH, M.A. (7 × 4¼ in., pp. xxiv., 173; price 1s. 6d. Blackie.)

This is a satisfactory example of a good series. The notes are moderate in number and in length, are well informed, and show as a rule a commendable consciousness that they refer to a work of art, and that a play. We have noticed no omissions and nothing that is superfluous in them. What is called an introduction, though for the most part it does little enough, except in one section, to prepare the young beginner for an intelligent study of the play, is not over full, and is of the usual kind, dealing with the history of the play, the source of its plot, and its date. It would be well, by the way, if Mr. Verity's plan were followed and when the source or sources of a play are given, to state what is actually implied in this. As a rule Shakespeare finds in his sources little more than dead material of a story, with the barest hints for characters and situations, which by his wonderful art he converts into a piece of real life, with its living, breathing men and women. The talk about sources is often very misleading, and needs a caution. The section of the introduction which we have mentioned as an exception is entitled "Criticism." Though as criticism it should come *after*, instead of *before*, the text, it does in many ways serve to arouse the curiosity and interest of the learner in what is to follow, and to direct his attention to matters which it will be well to observe. Moreover, it is in itself a good piece of work, and adequately discusses the various points which a study of the play will have made interesting to the student. On the whole then, as we have said, this edition is a satisfactory one.

The Student's Synopsis of English History. Compiled by C. H. EASTWOOD. (7¼ × 5 in., pp. 163; price 2s. Edward Arnold.)

This useful and well planned little book is based mainly on Professor Oman's well known "History of England," but numerous other sources have been drawn upon as well. Everything seems to have been thought of and put into its right place—even "Landmarks of the History of Education" is allowed a page to itself. Of course the "Chronological Analysis" occupies the lion's share of the space. But room is also found for Important Laws and Enactments, Important Treaties, Great Writers, Definition of Historical Terms, and half-a-dozen other things which we expect to find in books of this sort. The general plan is certainly good, and, as far as we have been able to test it, the information given is accurate and clearly expressed.

"University Tutorial Series."—*The Tutorial History of English Literature*. By A. J. WYATT, M.A. (6¾ × 4¾ in., pp. xii., 223; price 2s. 6d. W. B. Clive.)

Of small books on English literature there is no end, and most of those which call themselves "Histories of English Literature" are not *histories* in any true sense, and are of very little value to any one. Mr. Wyatt's little book, however, is an exception—it is a history, and a very readable one. It is well written, well informed, and accurate, and its critical judgments are sound and appreciative. The lesser writers are mentioned, if at all, only incidentally. Our attention is drawn only to the greater writers, and even then only to some of the more important aspects of their work; while the period covered ends at 1832. And so by not attempting to do too much Mr. Wyatt has done a great deal. His book is one of the best of its size which we have seen. In order to avoid the reproach that books of this kind lead the young to substitute reading *about* authors' works for the reading of the works themselves, each chapter is provided with a brief list of works which should be read before the chapter is attempted. If Mr. Wyatt can induce teachers to carry out this plan conscientiously, then his book will be a boon indeed. But we are not very hopeful. However, the blame will not rest with him. The book is healthily free from critical labels and literary formulae; and the connecting links between one period and the next and between one writer and another are very satisfactorily dealt with.

"Descriptive Geographies from Original Sources."—*North America*. Selected and edited by F. D. HERBERTSON, B.A., and A. J. HERBERTSON, Ph.D. (6¾ × 4¾ in., pp. xxxvi., 252, illustrated; price 2s. A. & C. Black.)

This series attempts to depict the world in the language of men who have seen it—hence the statement "from original sources." The book may be used either as a class text-book or simply as a reader. Those who choose the former will require something more in detail and in statistics that is provided by the illustrative passages. For these a fairly satisfactory introduction has been specially prepared. But we fancy most teachers will prefer to use the book as a reader; and a very interesting one they will find it. Both the letterpress and the pictures have been well selected, and are very various in character. The only fault we have to find is that the majority of the selections are much too brief. You no sooner get interested than you find you have come to the end of the passage. Perhaps it would have been better to have made more of the passages long and to have been contented with fewer of them. It is difficult to say. But, in any case, we have here a very interesting little book on a new plan. A useful bibliography and an index are given at the end.

"Cambridge Bible for Schools."—*The Book of Daniel*. With Introduction and Notes. By S. R. DRIVER, D.D. (Price 2s. 6d. Cambridge University Press.)

This is a model commentary, exhibiting a perfect combination of lucid statement and scholarship in its highest form. Besides the commentary proper (pages 1–206), which is packed with valuable exegetical and philological notes, there is an elaborate introduction, covering over one hundred pages, in which the main problems of the history and interpretation of the book are discussed. Regarding the vexed question of authorship and date Dr. Driver's conclusion is as follows: "Internal evidence demonstrates, with a cogency that cannot be resisted, that the Book of Daniel must have been written not earlier than c. 300 B.C., and in Palestine; and there are considerations which make it highly probable that it was, in fact, composed during the persecution of Antiochus Epiphanes, between B.C. 168 and B.C. 165 (page xlvi.). The arguments on which this conclusion is based are set forth, in masterly fashion, in the pages that follow. The subsidiary questions that arise in connexion with the book—such as the rise and nature of apocalyptic, the doctrines of the resurrection, Kingdom of God, &c., are also fully dealt with. One slight quotation—a characterization of apocalyptic literature generally—may be cited here: "Apocalyptic prophecy arose in an age in which there were no longer any prophets of the older type, addressing themselves directly to the needs of the times and speaking in person to the people in the name of God, and it consists essentially of a development and adaptation of the ideas and promises expressed by the older prophets, designed especially with the object of affording encouragement and consolation to faithful Israelites in a period of national distress" (page lxxviii.). The book is one that will appeal not merely to the intelligent English reader, but to the specialist as well, many valuable philological observations and data being scattered about its pages. It can, however, be recommended unreservedly to the perusal of non-specialists, who will find in it all the help needed for the elucidation of a difficult and important piece of literature. The publication of such a commentary in the Cambridge Series will probably exercise a decisive influence on English theological opinion regarding the Book of Daniel. Everybody concerned is to be congratulated cordially on its appearance.

Essays from De Quincey. Edited by J. H. FOWLER, M.A., Assistant Master at Clifton College, Author of "A Manual of Essay-Writing." (1s. Black.)

We regret that in the crowd of books that came upon us last year we allowed Mr. Fowler's charming and most acceptable volume of "Essays from De Quincey" to pass unnoticed. That the general public should for so long have known De Quincey almost exclusively as the author of "The Confessions of an Opium-Eater" and the essay on "Murder considered as a Fine Art" has been a misfortune to literature. Mr. Fowler has taken away the reproach by placing within reach of the general reader and every schoolboy and schoolgirl the splendours of the series of papers on "The English Mail-Coach," the enthusiasm of the vindication of "Joan of Arc," the critical insight of the reflections on "The Knocking at the Doors in 'Macbeth,'" and the idyllic pathos and sublime simplicity of the "Memorials of Grasmere." Whoever reads these essays through—and to begin any one of them is to read the whole of all—must evermore count De Quincey among the friends of his heart and his imagination; besides having learned something of the scope and uses of that "literary sense" upon which Mr. Fowler discourses so admirably in his preface. We hope the edition of which a copy is now before us was sold out long ago. But the demand for the book ought not to stop until everybody who can read English has possessed himself or herself of it.

Naples, Past and Present. By ARTHUR H. NORWAY. (Methuen.) Another book we have neglected too long is Mr. Norway's admirable book on Naples. It teems with information topographical and historical, and has numerous delicate illustrations over and above the wood-

pictures in the text. A good index and an erudite appendix complete the usefulness of the volume.

The Story of a Child. Translated from the French of PIERRE LOTI by CAROLINE F. SMITH. (Price 5s. 8d. net. American School Text-book Agency.)

France is rich in autobiographies of childhood—witness Lamartine, Renan, George Sand. Those who have enjoyed “*Les Pêcheurs d’Islande*” (and who has not?) will likewise relish the childish memories of a singularly sensitive and nature-loving solitary. The editor tells us that Miss Smith has “caught the subtle charm of Loti’s style,” and we can, with slight reservations, endorse this high praise. There is occasionally stiffness and a fondness for Latin derivatives—“commencement” for “beginning,” “environing” for “surrounding”; and “My God! I felt as if I should faint” is hardly the speech of an English child.

The College Student and his Problems. By JAMES HULME CANFIELD. (Price 4s. 6d. net. Macmillan.)

These counsels were addressed in the first instance to students of the Columbia University, but, *mutatis mutandis*, they will apply equally to Oxford and Cambridge undergraduates. The hints on the selection of a course of studies, on distribution of time, on the choice of a career, show plain common sense. The motto of the book might be “Shun delights and live laborious days,” and there is but little of the “desipere in loco.”

Readings on the “Paradiso” of Dante. Chiefly based on the Commentary of Benvenuto da Imola. By the HON. WILLIAM WARREN VERNON, M.A. With an Introduction by the BISHOP OF RIPON. 2 vols. (Macmillan.)

These admirable volumes form a very welcome and important contribution to modern Dante study, and are a worthy conclusion to the author’s previous labours, undertaken and completed in a spirit of reverence for his theme, of comprehensive sympathy with the “poeta altissimo,” and of scholarly insight and handling in dealing with the difficulties with which the “*Paradiso*” teems. Like his preceding works on the “*Inferno*” and “*Purgatorio*,” these present ones “are based,” we are told in the preface, “upon the famous Latin commentary of Benvenuto da Imola . . . and follow the same order and plan, which has been to take the text verse by verse, to give a faithful translation, to connect the narrative with a running commentary, to explain all difficulties as they arise, and to supply in numerous footnotes a key to philological, literary, and historical doubts.” Dantists can hardly be thankful enough to Mr. Vernon for bringing the commentary of Da Imola thus within their reach, and they owe a deep and lasting debt of gratitude to the author for his labours. Only those who have measured for themselves the difficulties of the task can realize how Herculean those labours have been, how tireless and patient the scholarship which has poured old wine into such new and attractive vessels. Indeed, as the Bishop of Ripon says in his sympathetic introduction, “we are tempted to be envious of the young student of to-day, who can make his first excursion into the realms which Dante opens, under the well-skilled guidance of Mr. William Warren Vernon,” and we may be sure there will be many who will only too gladly avail themselves of such invaluable help. The books are enriched by an excellent bibliography, admirable plans of the “*Paradiso*” as imagined by Dante, and a copious index, while the “preliminary chapter” is a veritable *multum in parvo* of Dante lore, bristling with interesting suggestions for the student of the “*Divina Commedia*.”

Comparative Anatomy of Animals. Vol. I. By G. C. BOURNE. (Price 4s. 6d. G. Bell & Sons.)

It can hardly be claimed that this book fulfils the purpose for which it has been written, namely, to satisfy the requirements of the elementary examinations at the leading Universities of Great Britain. The present volume only carries the work as far as the *Cœlenterata*, and also gives an account of the Frog, a large part of which might with advantage have been omitted, since it really falls within the scope of a practical book such as Marshall and Hurst’s “*The Frog*,” and can only be mastered by a student in connexion with his practical work. The author takes the Frog as a general type of animal structure, then passes to histology and cell-structure, and then commences at the base of the scale of organization and works upwards. The avowed purpose is to lead the student gradually from familiar to unfamiliar things, but it is difficult to see how this purpose is accomplished by suddenly immersing a beginner in a mass of details concerning the complicated anatomy of a highly organized Vertebrate such as the Frog. They are just as unfamiliar as is the structure of the cell, and, moreover, the beginner who has mastered the Frog is likely to be considerably confused when he attempts to compare its anatomy with that of an *Amœba*, *Actinophærium*, or *Myxomycete*, which are the types next discussed. The author has clearly had very little experience of elementary teaching, and an elementary book written with an eye to examinations is not the proper place to insert detailed accounts of original observations of little intrinsic value. The book might either be condensed and simplified so as to fulfil its original purpose, or might be extended and amplified to form a more advanced treatise. At present it fulfils neither purpose.

Practical Exercises in Magnetism and Electricity. By H. E. HADLEY. (Price 2s. 6d. Macmillan.)

There is an increasing tendency to insist on a practical acquaintance of elementary students not merely with the qualitative observation of the fundamental phenomena of magnetism and electricity, but with simple measurements arising out of them. It is to meet the needs of such, without reference to any particular syllabus, that this book has been written. Sufficient explanation of the theory of each experiment is given to make the method clear to the student who has previously been instructed in the lecture-room, and the apparatus used is of the simplest character, so that the worker is never in danger of losing sight of the quantity he has to measure. The order and arrangement of the experiments closely follow the same author’s “*Magnetism and Electricity for Beginners*,” and the two courses could be worked together with great advantage. In experiment 45, would it not be advisable to abolish the tripod for some non-magnetic support? It may also be pointed out that galvanized iron is not tinned, but is coated with zinc.

Memories Grave and Gay: Forty Years of School Inspection. By JOHN KERR, LL.D. (Price 6s. Blackwood.)

The name of John Kerr is known and honoured throughout the length and breadth of Scotland, and we are glad that he has yielded to the solicitations of his friends and given to the public some memorials of a full, if not eventful, life. He carries us back to a time when the inspector was half knight-errant and half missionary, sometimes regarded as a Roman publican, gathering where he had not sown; but sometimes, as was the case with Dr. Kerr, welcomed as a bringer of good tidings, cheering the solitary dominie in his Highland bothie, not disdaining to visit the humblest dame’s school, picking out the sharp lad who would win for himself a bursary, the friend alike of masters, visitors, ministers, and managers. We only wish that Dr. Kerr had given us more of his official life. He was from the first a sturdy reformer, and helped to shake off the tyranny of the Saxon Code. He must in his time have done battle in high places, and withstood the powers that be, but on all esoteric matters he is discreetly reticent. Men of mark, Lord Singer, Lord Playfair, Sir G. Grove, Robertson Smith, Norman Macleod, Alexander Smith, flit across the pages, but they are mostly shadows. Not so James Beattie, the cobbler school-master, a genuine Scotch Pestalozzi in miniature. That is a masterly sketch which we are glad to see exhumed from an old volume of *Good Words*. The gay, however, preponderates over the grave, and Dr. Kerr has a fund of good stories, of which we will only quote two or three to whet the reader’s appetite. Two old cronies are talking over a lately deceased comrade, and one says: “The ways of Providence, Duncan, is fery strange. Why should Hector, a younger man than you or me, and a strong man, too, be taken before us?” Duncan answers: “Yes, Donald, the ways of Providence is fery strange, to be sure. I’ll not jist be able to say why Hector has been taken away before us; but there was one thing I noticed—I always thoct he wud be puttin’ too much waater in his whusky.” Two friends find that they can only muster between them the price of one glass of whisky, and are about to share it when they are joined by a third, to whom one of them offers the glass. He accepts, and, according to the etiquette of workmen, offers each a glass in return. The first remarks to the second: “Now, wasna that weel managed?” “It was so,” replies the second; “but, man, it was an awfu’ risk.”

Test Papers in General Knowledge. By H. S. COOKE. (Price 1s. 6d. Macmillan.)

Mr. Cooke is Head Master of the Pupil-Teachers’ Classes at Reading College, and these test papers are designed primarily for pupil-teachers’ centres. The compiler hopes that they may be also used in the higher classes of elementary schools and in secondary schools. We doubt whether it is possible to find the common denominator of three sets of pupils differing so widely. The last, for instance, will know the names of the three Fates, and may possibly know the names of the nine Muses, though if they can name the three Gorgons they are wiser than the present reviewer; but is this a question for a Board-school child? To say there are numberless other questions that we could not answer is not necessarily a condemnation of the book, and perhaps we are only exposing our own ignorance. We will give a few samples, and leave our readers to judge: “Who built the Bridgewater Canal?” “Distinguish between *electric* and *eclectic*, *wig* and *wigwam*.” “What are the second-class fares by the (1) Elder-Dempster, (2) Shaw-Savill, (3) Wilson Line?” “How would you begin a letter to the mayor of your native town?” “Why does Dundee make so much jam, and why is Yarmouth so noted for herrings?” “How long will our coal supply last?” “What steps may be taken to cure sea-sickness?” (We wait anxiously for the promised key.) “What are the duties of the present Poet Laureate?” (Would “to write Jameson Odes in the *Times*” get marks?) “What is a public school?” (This is a conundrum.) “Who wrote the Book of Psalms?” “What are the usual portents of rain to be observed in Nature?” “Discuss the truth, or otherwise, of the following statement: ‘Never sit down to dinner with thirteen in the company.’”

A French and English Word Book. By H. EGREN and P. B. BURNET, with an explanatory Preface by R. J. LLOYD. (Price 8s. 6d. Heinemann.)

This new dictionary has two original features. First, by indicating what letters are silent and by diacritical signs it shows the pronunciation of every word. Secondly, it indicates in briefest compass the derivation of words. An instance will explain: "Clo-re" [L. *claudere*] signifies the *o* of "into," silent *e*, and the superscribed *a* shows that the word is of direct popular Latin origin; "closerie¹⁴" shows that the word was introduced in the fourteenth century. As to the former innovation we feel some hesitation in pronouncing. It has the sanction of Dr. Lloyd, a high authority in such matters; but we are afraid that the average schoolboy will make nothing of those d—d dots (we are quoting Lord Randolph Churchill), and therefore should prefer a phonetic transcript. The philological device is most ingenious, and in every way commendable. To take Gasc as a standard of comparison, Egren's type is far superior; the black letters of the head words catch one's eye at once. *Per contra*, Gasc is much fuller. We took as a test words that occur, or are suggested, by the passage set last month from Kinglake. For a blank wall, a practical joke, a Joe Miller, Egren leaves us in the lurch; so for *frayer un chemin*, and *henna* is absent from both the French and English portions. So, too, we search in vain both for *motor-car* and *automobile*. *Pion* is "usher" rather than "monitor," and *college* should not be rendered "college."

A First Arithmetic. By Dr. W. T. KNIGHT. (Price 8d. Relfe.)

In this first volume, which is to be followed by two others, the course covers the first four rules (simple and compound), weights and measures, factors, G.C.M. and L.C.M., vulgar fractions, simple proportion, and practice. The text consists of definitions and rules, proofs and type examples being omitted, as the author considers that the processes must be explained verbally by the teachers, and that everything in a first arithmetic depends on the careful graduation of the exercises. Of these there are nearly two thousand five hundred compressed into eighty-four pages, and, so far as we have examined them, they seem to us to be arranged in order of difficulty. The only fault we have to find with the book is the inclusion of such weights and measures as those used for ale and beer, wine, wool, hay and straw, and bread and flour. These, and possibly also apothecaries' weight, cloth measure, and dry measure, might have been omitted without much loss, if not with advantage.

"Longmans' British Classics."—*Macaulay's Essay on Clive*. Edited and Annotated by A. M. WILLIAMS, M.A. (7 x 4½ in., pp. xxxii., 134, illustrated; price 1s. 6d. Longmans.)

Mr. Williams supplies a general introduction to the study of Macaulay and an essay on literary characteristics. Both are written with care, and are very suitable to their purpose. But the notes, with but few exceptions, are merely abridgments, without acknowledgment, of those in another annotated edition of the essay in the "London Series of English Classics," also the property of Messrs. Longmans. Both in fairness and in courtesy it is usual, when so much borrowing takes place, to indicate the fact. Some slight use has been made of recent books published on the subject, but much more should have been done in this direction.

"Heath's Modern Language Series."—*Gautier's Jettatura*. Edited by A. SCHINZ. Price 1s. 3d.

This admirable story has already been edited for English schools. Dr. Schinz's notes are a little meagre: e.g., "*le voie Consulaire*—the consular street." Mistakes of Gautier like "the Laird of Dumbike," "Tom Cribb's," "Erynies," should have been corrected.

School Music Abroad. By J. SPENCER CURWEN. (Curwen & Sons.)—An interesting little book of notes, from personal observation, on the teaching of school music in most European countries and in America, from which teachers may gather some useful hints.

The Junior Violinist. In four parts. Edited by C. EGERTON LOWE. (Price 1s. 6d. net each. Novello.)—It is always a difficulty to find pieces in the first position which are easy and yet interesting for beginners. Mr. Egerton Lowe seems to us to have been successful in his choice and arrangements, though in the latter, in one or two cases, the accompaniment follows the melody too closely. We have arrangements from Mendelssohn, Mozart, Schubert, and also from modern composers, such as Stainer and Barnby. The bowing is well planned, and the phrasing good; the accompaniments, too, are quite simple.

Novello's School Music and School Songs. Edited by W. G. MCNAUGHT.—In this collection we have several little operettas and songs, with music in the staff and tonic sol-fa notations and piano accompaniments. Of the operettas, perhaps, "Little Snow White" (2s.), founded on the well known fairy story, by J. L. Roeckel, is the most attractive, but in all there is plenty of variety, and the tunes are taking. The songs are published mostly in 6d. parts; Book 118 contains the best selection. In all cases the parts with tonic sol-fa notation can be had separately.

We have also from Messrs. Novello two books of more advanced two-part songs, by BATTISON HAYNES, price 1s. 6d. each. These, if

not containing anything strikingly original, are prettily harmonized and melodious.

We have received a new edition of John Curwen's *Standard Course in the Tonic Sol-fa Method* (price 3s. 6d. Curwen & Sons), revised and partly re-written by professors in the Tonic Sol-fa College.

Messrs. Nelson have published several useful little school song books, price 1s. 6d. each, with music in staff and tonic sol-fa notations and piano accompaniments. The words in the *The Royal Crown Song Book*, in two parts, are taken from "The Royal Crown Readers." *The Infant School Song Book*, also in two parts, has many familiar tunes, and there is plenty of opportunity for action if wanted. These latter books contain also several good marches.

We have received from Messrs. Blackie a new edition of *The Pirate Island* (price 3s.), one of the most exciting of Mr. HARRY COLLINGWOOD's spirited stories of the sea; and a new edition of *Grettir the Outlaw* (price 3s.), by S. BARING GOULD, a wonderful story of an old Icelandic hero, whose prowess must satisfy the most insatiable appetite for daring deeds.

ANNUAL MEETING OF THE FROEBEL SOCIETY.

THE Annual Business Meeting of the Froebel Society was held at the College of Preceptors on Thursday, March 20, at 7.30 p.m., Mr. C. G. Montefiore in the Chair. The Earl Beauchamp was unanimously elected President for the ensuing year, in the place of Mrs. Walter Ward, who retired. Seven retiring members of Council were re-elected; and Mr. Keatley Moore was re-elected Hon. Treasurer, Mr. C. G. Montefiore Hon. Secretary, and Mrs. Harold Cox Auditor. The report and balance-sheet for 1901 were then presented and adopted, which closed the business of that meeting.

The Annual General Meeting began at 8 p.m., the President, Earl Beauchamp, in the Chair. The Chairman, in his opening address, thanked the Council for the honour they had done him, and assured them that he would do his utmost to serve the purposes of the Society. He supposed that the chief object of such a meeting as this was to review what had been done during the past year, and to see how far they had attained to their ideals. A frequent fault nowadays was that people were so busy in looking at the trees that they could not see the forest; and without some occasion of that kind, when they could meet together to cheer each other up, they were apt to fall into a state of pessimism. Their pessimism, perhaps, was not altogether unjustifiable, when they remembered the optimistic prophecies of the last generation regarding the Education Acts which were passed in the seventies, and realized to-day how few of those prophecies had actually come true. Great reforms in education had, however, taken place since that time, though not, in his opinion, among the children of what are called the "upper classes." He considered that the education which is given to the children of rich people was far worse than that provided for the children of the poorer classes. For instance, when he was at Eton, religious instruction was restricted to one hour each week, and generally consisted of the proper construction of Greek particles; while three-quarters of an hour every other week sufficed for history and geography, most of that history and geography relating to ancient Rome and ancient Greece. In his opinion it was little short of ridiculous that the children of the class in whose hands lay the government of the country should be taught so little of the history and geography of their own islands and of the British Empire; and he was convinced that there was an urgent need for a thorough reform of the education of the children of the rich. He mentioned the triennial conference on the welfare and protection of children which was to be held this year in London, and of which he was President, and cordially invited the Froebel Society to send representatives and to bring forward their views. It must be remembered that it was not the clever children who were most important to the country, but the children of merely average abilities, who formed the huge bulk of the child population. Surely the greatness of the Empire lay not so much in its size, or in its exports and imports, as in the character of each individual turned out by that Empire, and it was in education of its children rather than in warfare that its future lay. It was the ambition of Englishmen that their country should be the finest in the world, and to reach this great end each individual could do something to help.

Miss E. R. Murray, of the Maria Grey Training College, then read a paper on "Stories for the Kindergarten and the School," taking the Herbartian view of the educational aim of literature, and maintaining that good stories are literature, and not merely, as is often stated, "an introduction" to it. Though insisting that the story should provide the child with ideals to imitate, and material on which to exercise his moral judgment, Miss Murray protested strongly against the worse than useless practice of tacking on a moral at the end, saying that any story worth telling can point its own moral. Another mistake often made, especially by kindergarten teachers, is that of trying to keep a child in an unreal world, and imagining that he can learn to love goodness without learning to hate evil. Another, a common, practice

condemned in the paper—which it was suggested might perhaps be traced to this desire to keep the child ignorant of any wrong-doing—was that of substituting for real literature feeble stories of the teacher's own manufacture. The ordinary modern child's book came in for very adverse criticism, as tending to limit rather than to widen a child's ideas by presenting only the commonplace, and as calling forth no intellectual effort. Miss Murray proposed to make a bonfire of most of these books, particularly of the "books for girls," saying that the children would then read the good books more frequently, and, if more books were necessary, then Lamb's recipe for "incomparable old maids" might be tried, and the little girls "tumbled into a spacious closet of good old English reading without much selection or prohibition," and there allowed to "browse at will."

Another paper on the same subject was read by Principal Burrell (of Borough Road Training College). Mr. Burrell began by stating the position taken up by him on this subject of story-telling. He maintained that all children had the elements of good story-telling in them; that by story-telling we approach the great literatures, and that the teacher as well as the child ought to be a good story-teller. The teacher usually believes the child cannot tell stories, but the mother knows that the child can. Indeed, the child needs no direct instruction at all, but only encouragement. The lecturer gave some hints to those who aspired to be story-tellers, and pleaded for a more rational method of studying literature than that of to-day, the exceeding badness of which was due to Universities, codes, and examinations in English. The whole paper was a plea for the child as against the teacher, and Mr. Burrell frankly stated his opinion that in all voice work, reading, speaking, gesture, children's chances were taken from them when they were sent to school. A few suggestions were added as to the right sources of good child stories, and one or two stories were told.

Votes of thanks to the Chairman, and to Miss Murray and Principal Burrell, were then passed, also a vote of thanks to the College of Preceptors for the use of their hall.

PRÉCIS OF THE EDUCATION BILL.

The Local Education Authority

is the Council of every county and county borough, except that, as respects elementary education, the Council of a borough with a population over ten thousand, or of an urban district with a population over twenty thousand, is the Local Education Authority.

Education Committees.

Any Council, except as regards the raising of a rate, shall act through an Education Committee or Committees constituted in accordance with a scheme made by the Council and approved by the Board of Education.

The Scheme

shall provide (1) for the selection and appointment by the Council of at least a majority of the Committee; (2) for the appointment by the Council, on the nomination, where it appears desirable, of other bodies, of persons of experience in education, and of persons acquainted with the needs of the various kinds of schools in the area for which the Council acts.

There may be separate Committees for any areas within a county, or Joint Committees for areas formed by a combination of counties, boroughs, or urban districts.

Wales.

Wales and Monmouthshire are excepted from the Act, though at liberty to adopt it.

Finance.

The expenses of a Council under this Act shall, so far as not otherwise provided for, be paid, in the case of the Council of a county, out of the county fund; and in the case of the Council of a borough, out of the borough fund or rate; and in the case of the Council of an urban district, as expenses incurred for the general purposes of the Public Health Acts. But the expenses of any secondary school or college may, at the discretion of the Council, be charged on any parish or parishes which the school or college serves.

A borough or urban district which takes over elementary education may not be aided by a county rate.

The annual Parliamentary grant in respect of any school maintained by a Local Education Authority shall be paid to that Authority and applied in aid of the expenses incurred by them under this part of the Act.

ELEMENTARY EDUCATION.

Resolution of Adoption.

Any Council, as defined in Part I., may pass a resolution of adoption at a meeting of which one calendar month's notice must have been given. This resolution shall come into operation at such time as the Board of Education shall fix, but not sooner than one month after the publication of the resolution. If the resolution has been rejected, it may not be brought forward again before three years have elapsed.

Powers and Duties of Local Authority.

The Local Education Authority shall throughout their area have the

powers and duties of a School Board and School Attendance Committee under the Elementary Education Acts, 1870 to 1900, and the control of all secular instruction in public elementary schools, whether provided by them or not, and School Boards and School Attendance Committees shall be abolished in that area.

Management of Schools.

In the case of schools provided by the Local Education Authority, that Authority appoints the managers. In the case of schools not so provided, the managers are the same as under the Elementary Education Acts, 1870-1902.

Maintenance of Schools.

The Local Education Authority shall maintain and keep efficient all schools within their area, with the following provisos as regards schools not provided by them:—(a) The managers of the school shall carry out any directions of the Local Education Authority as to the secular instruction to be given in the school. (b) The Local Education Authority shall have power to inspect the school, and the accounts of the managers shall be subject to audit by that Authority. (c) The consent of the Local Education Authority shall be required to the appointment of teachers, but that consent shall not be withheld except on educational grounds. (d) The managers of the school shall, out of funds provided by them, keep the school house in good repair, and make such alterations and improvements in the buildings as may be reasonably required by the Local Education Authority. (e) The Local Education Authority shall have the right of appointing such persons as they think fit to be additional managers, so that the number of the persons so appointed, if more than one, does not exceed one third of the whole number of managers.

Provision of New Schools.

When the Local Education Authority or any other persons propose to provide a new school, the managers of any existing school, or ten of the ratepayers, or the Local Authority (if they are not the providers), may appeal to the Board of Education, and the Board of Education shall determine whether the school is necessary or not, but a school actually in existence shall not be considered unnecessary in which the number of scholars in average attendance is not less than thirty.

Power to Enforce Duties.

If the Local Education Authority fail to fulfil any of their duties, the Board of Education may make any order they think proper, and enforce the order by mandamus.

SECONDARY EDUCATION.

The Local Education Authority may supply or aid the supply of education other than elementary, and for that purpose may apply the residue under Section 1 of the Local Taxation (Customs and Excise) Act, 1890, including any balance thereof which may remain unexpended at the end of a financial year, and may spend such further sums as they think fit: provided that the amount raised by the Authority for the purpose in any year out of rates under this Act shall not exceed the amount which would be produced by a rate of twopence in the pound, or such higher rate as the Local Government Board may fix by Provisional Order made as respects any particular county or county borough on the application of the Council of that county or county borough.

Smaller boroughs and urban districts shall have concurrent powers with the County Council, provided that the amount spent by them on higher education does not exceed a penny rate.

Religious Instruction.

No denominational religious instruction shall be required in any rate-aided school or college, and for day scholars there shall be a conscience clause.

Extent and Commencement of Act.

This Act shall not extend to Scotland, Ireland, or, as regards elementary education, to London. It shall come into operation on the appointed day, that is, except as expressly provided, on March 26, 1903, or on such other day within a twelvemonth as the Board of Education may enact. As regards elementary education, the appointed day is the day on which the resolution of adoption comes into force.

PRESS COMMENTS ON THE BILL.

THE *Times*, the *Standard*, and the *Daily Telegraph* approve the Bill, save for its optional character; the *Daily Mail* and the *Daily Express* approve it without reserve.

"A genuine effort to deal in a comprehensive manner with primary and secondary education. The optional clauses met with little favour on either side of the House."—*Manchester Guardian*.

"If the Government alter this optional provision in their Bill, they will have the right to claim that they have established the system of education on an unassailable basis, from the point of view of the educationist."—*Saturday Review*.

"On the whole, the reception of the Bill is very favourable, and most

of the criticisms can be turned by making it stronger and omitting local option. The option probably means that where a new Education Authority is most wanted the old Education Authority will be kept alive."—*Pilot*.

"Alas for the lame and impotent conclusion! Instead of setting the whole decision of the matter on one pitched battle in the Commons, it will set up a guerrilla warfare of a singularly unpleasant kind through the length and breadth of the country."—*Pall Mall Gazette*.

"The scheme provides an authority which is a mere conduit for the flow of public money to the voluntary schools, and it is inspired by an obvious animus against School Boards."—*Westminster Gazette*.

"The proposal to make the adoption of the new scheme optional is simply fatuous."—*St. James's Gazette*.

"No longer will the unfortunate supporter of voluntary schools, while freely paying his rates for the school over the way, have to be making subscriptions in order to keep his own school going."—*Morning Post*.

"Very faltering and tentative in its movement towards co-ordination, and very revolutionary in its attitude to the voluntary schools."—*Daily Chronicle*.

"As favourable a compromise as Churchmen can hope to get, but the optional clauses would go far to deprive the scheme of any real value."—*Guardian*.

The *Spectator* supports the Bill mainly on the ground that it reduces the number of elected bodies, and so tends to the conservation and against the dissipation of electoral energy. The compromise arrived at as to the voluntary schools is eminently fair, and also quite practical. The permissive clauses must go, and those treating the small towns and urban districts as if they were county boroughs should be omitted.

UNIVERSITIES AND SCHOOLS.

OXFORD.

Since my last letter the University has suffered a heavy loss in the death of Dr. S. R. Gardiner, the great historian of the period from the accession of James I. to the Civil Wars. Besides his work as a writer and scholar of the rarest type, he was also for many years an active teacher and indefatigable and incomparable lecturer. Oxford has little to be proud of in regard to her recognition of his work or substantial aid to its progress. Christ Church elected him in 1850 to a studentship, but he lost it in 1851 for theological reasons; and, though his first two volumes appeared in 1863, it was not till 1884 that All Souls awarded him a Fellowship. When Froude died in 1894 he was offered the Professorship; but the recognition, though ample, was too late. He felt the time remaining for his work too short to admit of duties outside it. An exceedingly interesting notice in the *Oxford Magazine* by the most competent and best qualified judge, Mr. C. H. Firth, thus sums up Gardiner's work: "That which he has contributed to English history is not merely a larger knowledge of the facts, but a better understanding of their meaning."

The death is also announced of Mr. G. S. Ward, Senior Fellow and Tutor of Hertford College, and for many years an active and useful Delegate of Local Examinations.

There is nothing further to report (since March 1) in regard to either the proposed improvements of the entrance examination or the scheme for formulating the needs (present and prospective) of the University. As regards the latter, it is to be presumed that the various authorities and boards consulted are considering their suggestions; and the Vice-Chancellor has fixed the end of May as the latest date for their answers to his circular. With respect to Responsions, it is generally known that the Committee of Council mean to present a report involving alternatives for Greek, but further details are understood to be at present unsettled, and whether Council will approve any scheme making Greek optional is just what nobody is in a position to predict.

I may perhaps briefly chronicle a few items of an interest not purely local. Such are the brilliant lecture (March 5) by Mr. A. C. Bradley, the Professor of Poetry, on "The Rejection of Falstaff"; the Teynbee Hall meeting, notable for the presence of Mr. Asquith and the eloquent and impressive tribute he paid to Canon Barnett; Messrs. Longmans announcement (March 8) of a new History of England, in twelve volumes, to be edited by Mr. R. L. Poole and Rev. W. Hunt, and the writers to include at least five Oxford scholars and teachers (Warden of Merton, Prof. Oman, Prof. Lodge, Mr. H. A. L. Fisher, Mr. A. L. Smith); and, last but not least, the completion of Mr. W. L. Newman's great work on Aristotle's "Politics," of which the last two volumes have just been issued by the Clarendon Press.

An interesting bequest to the University has been recently accepted by Convocation, consisting of a sum of money left under the will of Mrs. Arnold to found a prize in memory of her late husband, Mr. Matthew Arnold. The prize is to be given for an essay on some subject connected with English literature, and is to be awarded annually in the Easter Term, at the same time as the other University prizes. One

unusual provision, expressly set forth in the will, has a special interest. The subject for the essay is to be set, not, as usual, by the examiners, but by five persons in rotation—the Professor of Poetry, the Poet Laureate, the Master of Balliol, the Provost of Oriel, and the Head Master of Rugby. No reminder of Matthew Arnold is needed by his successors in the chair, or by Balliol, Oriel, or Rugby. But, perhaps, future Poets-Laureate may be benefited (once every five years) by being forced to recall a true poet and brilliant critic who never occupied their post.

The following appointments have been announced:—To the Ford Lectureship in English History, Mr. Leslie Stephen; to the newly revived Lectureship in Foreign History, Mr. E. Armstrong (Queen's College); to represent Oxford at the Thirteenth International Congress of Orientalists, Mr. A. A. Macdonell, Boden Professor of Sanskrit; Examiners for the Hertford Scholarship, Mr. A. O. Prickard (New College), Mr. R. R. Marett (Exeter College), Mr. R. W. Pickard-Cambridge (Balliol); New Proctors, Mr. A. B. Poynton (University) and Mr. P. Elford (St. John's); Curator of Botanic Gardens, Mr. G. E. Baker (Magdalen); Curator of the Bodleian, Prof. H. F. Pelham (President of Trinity); Delegate of Non-Collegiate Students, Prof. Gandy (All Souls); Delegate of Lodging Houses, Mr. E. M. Walker (Queen's).

Mr. C. H. Firth (All Souls) has been elected a member of the Athenæum, under the regulation which permits the election of persons "distinguished in literature or science."

Degrees.—B.D. and D.D. (by accumulation): Rev. H. M. Burge (University College), Head Master of Winchester College; Honorary D.D.: Right Rev. E. H. Elwin (Merton), Bishop of Sierra Leone; Honorary Doctor of Laws (Aberdeen University): Prof. J. Wright (Exeter); D.Litt.: Rev. H. A. Redpath (Queen's); Grinfield Lecturer on the Septuagint, for work in the Concordance to the Septuagint.

CAMBRIDGE.

The opposition to the Appointments Board proved to be more vehement than serious, and the necessary Grace for its establishment in connexion with the University was carried by 105 votes to 45. The proposal to extend the functions of the Indian Civil Service Board, so as to cover the preparation of candidates for the open competition, was also adopted.

The Special Boards concerned with the Natural Sciences Tripos have brought before the Senate, though with some lack of unanimity, certain suggested changes which may do something to improve the methods of classification now in use. In Part I. a candidate takes three or four sciences, and it is the theory that the aggregate of his marks, however obtained, determines his class. It is now proposed to require for a First Class that he shall, in addition to a sufficient aggregate, reach a high standard in at least one subject. This should tend to discourage polymathic smattering. In Part II., on the other hand, a First Class can be obtained only by a candidate who shows not alone a special mastery of his own subject, but also a "competent knowledge" of a second. The latter requirement has in practice proved a stumbling-block, and its diverse interpretations in different years have led to undoubted hardships. It is proposed to do away with the requirement of a subsidiary subject altogether. Lastly, Human Anatomy, taken in conjunction with Vertebrate Comparative Anatomy, is to be elevated to the rank of a separate subject in which First-Class Honours can be obtained. This is a somewhat tardy recognition of the success of the Anatomy Department, and the brilliant work in the cognate branches which is done by the abler medical students.

The Teachers' Training Syndicate report that they have this year examined 189 candidates in the Theory, History, and Practice of Education, as against 151 last year. For the Certificate of Practical Efficiency 162 candidates presented themselves. The remarks of the examiners are, on the whole, encouraging.

The University accounts for 1901 have been published, and show a slight improvement in the financial position. A larger number of degrees have been taken, with the result that the Chest is about £1,000 to the good. The Common University Fund, derived from the taxation of the colleges, is nearly stationary at about £18,000. The Benefaction Fund has increased by only some £2,200 in course of the year, and amounts to about £60,000.

The following elections and appointments are announced:—Mr. F. J. Foakes-Jackson, Jesus, to be Hulsean Lecturer; Prof. W. H. Bennett, St. John's, to be Doctor of Letters; Mr. S. M. Leathes, Trinity, to be Deputy for the Regius Professor of Modern History; Mr. E. J. Gross, Caius, to be a Governor of Ipswich Endowed Schools; Sir Richard C. Jebb, M.P., to be deputy for the Vice-Chancellor at the celebration of the Owens College Jubilee; Dr. Gow and Dr. Ransom to be Governors of University College, Nottingham; Mr. R. Gaskell, Trinity, to be a Governor of Sir Roger Cholmeley's School, Highgate; Mr. T. H. Havelock, St. John's, to be Isaac Newton Student in Astronomy; Mr. J. S. Budgett, Trinity, to be Balfour Student in Zoology; Mr. F. N. Hales, Trinity, to be Allen Student in Physiological Psychology; Mr. C. Ransford, Emmanuel, and Mr. C. F. Russell, Pembroke, to be Bell

Scholars; Mr. R. Quirk, King's, and Mr. P. J. Rust, Pembroke, to be Abbott Scholars; Mr. G. L. Strachey, Trinity, to be Chancellor's Medallist for English Verse; Mr. J. S. Sheppard, King's, to be Porson Prizeman (Greek Iambics); Mr. H. D. Wakely, St. John's, to be Powis Medallist (Latin Hexameters); Mr. C. P. Goodden, King's, (Greek Ode), and Mr. W. B. Anderson, Trinity (Greek Epigram), to be Browne's Medallists; Mr. T. H. Havelock, St. John's, and Mr. J. E. Wright, Trinity, to be Smith's Prizemen; the Right Rev. Bishop Moule to be an Honorary Fellow of St. Catharine's; Mr. W. E. Johnson, Sidgwick Lecturer, Mr. A. C. Pigou, and Mr. E. J. Dent, to be Fellows of King's; Lord Spencer, K.G., to be an Elector to the Chair of Agriculture.

The School of Semitic Languages loses not only Dr Schechter, to whom a valuable testimonial was presented a fortnight ago, on his departure for New York, but also the aged Prof. Rieu, who has held the Adams Chair of Arabic since 1894, and who died somewhat suddenly, on March 19. Mr. Israel Abrahams, M.A. London, the erudite joint-editor of the *Jewish Quarterly Review*, has been appointed Reader in Talmudic and Rabbinic Literature, in the place of Dr. Schechter.

WALES.

The Executive Committee of the Central Welsh Board has issued an elaborate defence to the criticisms of the Carmarthenshire County Governing Body on its regulations for the awarding of scholarships and exhibitions by the County Governing Bodies, and on other matters. Prof. W. E. Jones, of the Presbyterian College, Carmarthen, has replied, in the course of an interview, to the case of the Central Welsh Board, and has intimated that the matter will be taken from the executive to the general meeting of the Board. The attack on the Central Board was under consideration at the meeting of the Welsh County Schools Association of Head Masters and Head Mistresses held at Shrewsbury on March 22. In the course of the discussion it was stated that the various kinds of criticism of the Board in the newspapers were based on personal grounds, political interests, and the interests of sections. It was contended that the Board had rightly adopted the method of percentage in awarding scholarships; that a thorough system of examination had been organized which gave liberty to the governors and teachers to develop the schools or their own lines and to teach the subjects which they considered the most important, and that the Board had undoubtedly gone as far as it could to foster and encourage the teaching of technical subjects. Mr. J. J. Findlay (Cardiff) stated that no system of control of secondary education he had ever met with, either in Germany or in America, could compare in efficiency with that of the Central Welsh Board, and that the Board is democratic in its constitution, liberal in its methods, and national in its aims. The following resolution was unanimously carried:—"That this Association, having full and intimate acquaintance with the work of the Central Welsh Board, desires to express in the most emphatic manner its loyal confidence in the policy of the Board, and deprecates the spirit in which the recent attack upon the Board has been conducted."

An important meeting of the Court of Governors of the University College of Wales, Aberystwyth, was held at Newtown on Friday, March 24. Principal Roberts referred to the Extension lectures in dyeing in Montgomeryshire and Carmarthenshire, and stated that the results were highly encouraging, and that this new and interesting joint enterprise is likely to have a great influence for good on the textile industry of rural Wales. He also reported that the Council had under consideration the proposal to provide the college with a much-needed experimental farm. It is proposed to promote this object in the first instance by means of a joint conference of the counties and the college on similar lines to those which led to the lectures on dyeing. A contribution *pro rata* from each of the counties, together with a fixed sum to be obtained from private sources towards the stocking of the farm, will enable the college to qualify for an annual grant from the Board of Agriculture towards meeting a substantial part of the cost of maintenance. It was resolved to add a story to the science wing of the College for the extension of the accommodation in the Department of Chemistry at a cost of about £5,500. A resolution was also passed to petition the Court of the University of Wales to make such regulations for the degree of LL.B. as will enable law students to commence their legal studies immediately after passing the Matriculation Examination, and prescribe the same period for that degree as for the degree of B.A.

At the recent Jubilee of the Owens College, Manchester, Principal Roberts, of the University College, Aberystwyth, received the degree of LL.D., and Principal Griffiths, of the University College, Cardiff, that of D.Sc.

The Welsh Language Society has taken steps to publish a quarterly magazine, and has appointed a committee to consider and report upon the best means of inducing the various educational bodies in Wales to adopt the aims of the Society. Considerable progress has been made by the Society in Glamorganshire, especially since the publication of wall-sheets with an accompanying teacher's handbook for the teaching of Welsh by the methods advocated by the Society.

With reference to the Government Education Bill, the Executive Committee of the Association of Head Masters and Head Mistresses of the Welsh County Schools has passed the following resolutions:—(1) "That in Wales and Monmouthshire representation on the County Governing Bodies be so modified as to constitute them the Local Authorities responsible for primary and secondary—including technical—education." (2) "That there should be an upper age limit in the case of primary education, as there is in all schemes dealing with secondary education, with a view to prevent undue overlapping." (3) "That Local Authorities should have the power of co-opting or adding to their number, in a fixed and definite proportion, persons possessing adequate knowledge and experience of the work of teaching in primary and secondary schools." (4) "That it is undesirable that there should be a statutory limit to the rate raised by County and Borough Councils for purposes of secondary and technical education."

An educational society has been formed in Cardiff having for its objects the promotion of social intercourse among all who are interested in educational work; to provide opportunities for the study and discussion of educational questions, and to foster the spirit of research in education. Principal E. H. Griffiths, M.A., D.Sc., F.R.S., of the University College, was elected the first president.

Dr. R. D. Roberts, of Cambridge, Secretary of the Gilchrist Educational Trust, has been elected High Sheriff of Cardiganshire.

A sub-branch of the National Association for the Prevention of Consumption has been formed in connexion with the University College, Cardiff. Dr. Isambard Owen, the Senior Deputy-Chancellor of the University of Wales, gave the inaugural address.

The Court of the University of Wales has approved the recommendation of the Senate of the University that at the forthcoming installation of H.R.H. the Prince of Wales as Chancellor of the University honorary degrees should be conferred on the following:—The Prince of Wales, the Princess of Wales, the Chancellors of Universities in the British Kingdom who intimate their acceptance of the invitation of the University to be present at the installation, Lord Kelvin, Alfred Russel Wallace, George Meredith, Principal John Rhys, Lord Lister, Judge Roland Vaughan Williams, Sir Richard Claverhouse Jebb, and Dr. Edward Caird.

SCOTLAND.

The first annual report of the Carnegie Trust was approved at a meeting of the Trustees held in London at the end of February. The report is almost entirely a record of the work of the Executive Committee in connexion with the payment of students' fees. Among other things it explains the admirable arrangements which have been made for the prevention of possible abuses, and especially for the payment of the money directly to the University authorities. One is glad also to read that "from information voluntarily offered by applicants themselves, the Committee have ample assurance that in a large number of cases the payment of class fees has proved a boon of the greatest value to deserving students; and many acknowledgments of the letter sent to the parents or guardians of applicants express their gratitude for the timely assistance rendered by the Trust." Full statistics are given of the number of beneficiaries in the various faculties of each University, and also of the amount of the fees paid. Glasgow has the largest number of men beneficiaries and the smallest number of women. In most of the Universities the proportion of the women beneficiaries to the whole number of women students is larger than that of the men beneficiaries to the whole number of men students. This may be due in part to the scarcity of bursaries for women, but it will confirm the opinion of those who prophesied a large increase in the number of women students as a result of the Carnegie benefaction.

Reference is made in the report to the action of a Glasgow student who, on gaining a Fellowship, refunded the fees paid for him, with an expression of the pleasure it gave him "to take advantage of the excellent provision of the Trust which gives applicants the opportunity of repayment." There has since been published a letter to this student from Mr. Carnegie, in which he thanks him "for giving me one of the greatest satisfactions of my life," and again points out that "no payment made to a University student in Scotland need be considered as aught but an advance which he can repay." Few students will be in a position to make repayments so soon; but it is to be hoped that in course of time the example will be generally followed.

It is understood that at the meeting of the Trust the proposal (mentioned in this column some time ago) to require medical applicants to pass the Arts Preliminary was generally approved, and all students who are at present beneficiaries, and who desire a continuation of the benefits of the Trust, are now being called upon to submit to the Trustees a report of their work during last Winter Session.

The Trust has now to face the much more difficult problem of University equipment. The reports by the Universities upon their needs have been published, and the demands which have been made are very large. The Glasgow report was summarized here in February. The Edinburgh report appears to ask for less than that of Glasgow; but it leaves the Trust to indicate what amount it may be able to advance towards the permanent endowment of five new professorships

(in French, German, applied mathematics, ophthalmology, and mental diseases) and towards the salaries of an unspecified number of lecturers in science, medicine, and commercial education. It is also proposed, at a later period, to ask for grants for a further extension of the University buildings, and for other academic purposes. It is difficult to estimate the cost of supplying these unfigured demands; but it can hardly fall short of £200,000, and it may amount to much more. The modesty of the Edinburgh report is therefore only apparent, and in reality it asks for very much more than does that of Glasgow. In the first part of the Edinburgh report it is mentioned that during the last twenty-eight years the University has received about £400,000 "for the extension and equipment of buildings devoted to teaching and research in medicine and science," and for the erection of the McEwan Hall. It has also, within the last six or seven years, received £91,000 for the foundation of chairs and lectureships, the promotion of original research, the library, and other University purposes, and numerous other endowments have been made for bursaries, scholarships, &c. The Carnegie Trust is now asked to provide a capital sum of £45,000 and permanent annual grants amounting to £9,000. Of the capital sum £40,000 (to be paid in the course of five years) are to be paid as part of a fund for the erection and equipment of class-rooms and laboratories for natural philosophy and engineering. The remainder is to be devoted in equal parts to structural alterations in the library and to the equipment of museums and laboratories in science and medicine. Of the annual grant, £1,500 are asked for the library, £3,500 for equipment and research in science and medicine, and £4,000 for the maintenance and extension of teaching in the same departments.

The Aberdeen report points out that the University is now (as the result of the recent extension schemes) sufficiently provided with funds for buildings, but that in some respects it is "the most sparingly endowed of the Scottish Universities." As no buildings are required, the cost of the Aberdeen claims is put mainly in the form of annual grants, amounting in all to between £15,000 and £19,000. A capital sum of £12,000 is also asked, of which £10,000 are for laboratory equipment and £2,000 for the library. Of the annual grants it is proposed to spend on chairs and lectureships about £6,000 in Science and Medicine, between £2,000 and £3,000 in Arts, and between £1,300 and £1,800 in Law. The remainder is to be devoted to research fellowships (£1,500 to £2,000), the library (£1,000 to £1,200), laboratories and museums (£1,500 to £2,000), and the salaries of University assistants and examiners (about £2,500). The St. Andrews report declares that the most urgent needs of the University are the alteration of the present buildings at St. Andrews and the erection of new buildings, including research laboratories for chemistry and physics, as well as the erection and completion of the medical buildings at Dundee, the extension and improvement of the library, and the foundation of lectureships in German and geology. For the proposed buildings in St. Andrews a capital sum of £20,000 is asked, and for existing and new lectureships there is required an annual grant of between £2,500 and £2,800. Claims are also made, without indication of the cost, for University Extension lectures, post-graduate scholarships, and grants for museum and laboratory equipment. For University College, Dundee (as a college of St. Andrews University), a capital sum of £66,000 is asked, of which £11,000 are to be devoted to the equipment of the medical buildings, about £53,000 to buildings and equipment for physics, engineering, and chemistry, and £1,000 to the library. In addition to this an annual expenditure of £2,650 is suggested for the maintenance of laboratories, museums, and the library and for research work.

At a meeting held in Edinburgh recently, "The Classical Association of Scotland" was formed, and it has already a membership of more than one hundred. Its objects are to bring together for practical conference all persons interested in classical study and education, to promote communication and comparison of views between Universities and schools, to discuss subjects and methods of teaching and examination, and any other questions of interest for classical scholars. The Association is to meet twice a year, and the meetings are to be held in the four University towns in rotation. Prof. Ramsay, of Glasgow, is the president of the Association, and the committee includes many of the leading classical teachers in the Scottish Universities and schools.

IRELAND.

The Royal Commission on University Education in Ireland will sit in Belfast from April 2, for four or five days. Various members of Queen's College will be examined, also the Rev. Prof. Petticrew, who, as the official representative of the Presbyterian Church, will state the position of the General Assembly on the whole question, as far as it can be stated without reference to Trinity College. At the time of the issuing of the Commission the Presbyterian body expressed much dissatisfaction with the exclusion of Trinity College from the terms of reference, and the General Assembly have already stated their disapproval of both the schemes dealt with by the Commission—the continuance of the Royal with affiliated teaching colleges, or the establishment of two new and distinct Universities, one in the North, Protestant, and another, Roman Catholic, in Dublin. In Belfast three

of the heads of Northern women's colleges will also be examined. The Commission will probably subsequently visit Galway and Cork. It is believed it will hold but one more sitting after April to hear evidence—one in June, either in Dublin or in London.

The exclusion of Trinity College, which is generally held to mean also that of Dublin University, from the terms of reference seems likely to render any satisfactory report by the Commission very difficult. Were Dublin University now to be included, as, perhaps, according to the letter of the wording, it might be, this would necessitate the re-hearing of all the evidence that has been already taken; it would be opposed by the more conservative members of Trinity College, and would, it is believed, lead to the withdrawal of at least one member of the Commission. On the other hand, the Presbyterian body, and a very large majority of Roman Catholics and Protestants of all parties, are strongly in favour of the consideration of a scheme of affiliated colleges under Dublin University. Under such circumstances it would be impossible for the Commission to recommend the creation of a separate Catholic University, and any scheme of improving the present Royal University could only be a temporary makeshift.

On March 14 an exceedingly influential meeting of Catholic laymen was held in the Shelburne Hotel, Dublin, at which some resolutions were passed and afterwards embodied in a statement to be laid before the Commission. This statement has been signed by a large number of the most respected Catholic laymen in Ireland. The subscribers claim that they represent the class most vitally affected by the kind of the University education established. They object to a separate Catholic University as dividing Protestants and Catholics into distinct, mutually unsympathetic sections, and as giving an education that would have a lower value and an inferior degree. They claim the right of Catholics to obtain the best possible education and degrees, and believe that this can only be attained by a college under Dublin University.

The recently published second Blue-Book of the Commission is mainly occupied with the evidence taken on the technical and commercial side of University education, but the evidence of Chief Baron Pilles and of Dr. Mahaffy is given in favour of the Dublin University scheme. The Bishop of Limerick has, at the request of the Commission, since put in a drafted sketch of the constitution of a separate Roman Catholic University, but neither he nor the Bishops are opposed to a college under Dublin University, while some of them, as Archbishop Walsh, are believed to prefer it.

One of the "Catholic Laymen" in a letter to the *Freeman* says that neither the Bishop of Limerick, who represents the Bishops, nor Dr. Delany, who represents the Jesuits, in any way represent the educational Catholic laity, nor did they consult them, and they are startled to find the question being decided without their opinion being sought. Had the Catholic laity taken action when the Commission was issued, and joined the Presbyterian body in demanding the inclusion of Dublin University in its scope, there would not be the danger the Bishop of Limerick now fears, of "wrecking the Commission."

A largely attended meeting of Irish women graduates was held on March 14, at the Gresham Hotel, Dublin, to inaugurate an Irish Association of Women Graduates. A provisional committee was formed to draw up rules to be submitted for adoption to another meeting to be held immediately after Easter. The meeting was held in response to the answers received to one of the queries recently sent out by the Central Association of Irish Schoolmistresses, which asked if the women graduates desired the formation of such an association to protect the interests of women students at the present crisis. Out of 305 answers received only five were against the formation of the association. Sub-committees have been formed in Belfast, Cork, Derry, and Galway to consider the constitution, which it is desired to make as broad and representative as possible, all action being determined by the majority of the votes of all the committees taken together. The immediate object is to secure that under any scheme established women shall receive the same teaching, degrees, honours, and prizes as men students, including the opening of lectures, &c., in the colleges for men students. It is also intended to be a permanent association to promote the interests of University women, including the keeping of a register of those seeking employment. The association will be non-political and non-sectarian, and will not advocate any special settlement of the University question.

Vehement indignation has been created in the Gaelic League by the announcement that the Intermediate Board has appointed the eminent scholar Prof. Kuno Meyer as their head examiner in the Irish language. They contend that an Irishman who speaks modern Irish should have been appointed. There is no proof, however, that Prof. Meyer, who has spent much time in the West of Ireland, cannot speak Irish. Considering the violent and personally insulting language used by the League last year in reference to the supposed insufficient encouragement of Irish in the new scheme of the Board, the appointment is not to be wondered at, but it is probably due to a desire that the examination in Irish shall be in thoroughly competent hands. There has been some suspicion that the examinations may have been made too easy by former examiners.

Prof. Kuno Meyer will give three lectures in Alexandra College on

April 26, 28, and 29 on "Civilization in Ireland in the Second Century." They will be the first of the lectures to be given in connexion with a memorial in honour of Miss Margaret Stokes, the Irish scholar, to found lectures in Irish archaeology in Alexandra College.

VICTORIA COLLEGE, BELFAST.—On Monday evening, March 10, a most successful entertainment, filled to overflowing, on behalf of the Victoria College Hockey Club and games field expenses, was given by the staff and students of Victoria College, in the Exhibition Hall. A large proscenium was specially constructed for the occasion, and no trouble was spared to make the performance a perfect success. Indeed the whole programme was carried out without a hitch from beginning to end. An important feature was "The Songs of the Nations" series, in which Japan, Spain, Switzerland, Wales, and Ireland were severally represented by successive groups of prettily-dressed maidens, the music being rendered by a most efficient choir. The Seasons also formed a charming series, consisting of four groups with a quartette of graceful dancers in each. An amusing dialogue, "The Backward Child," was given with the greatest spirit; and, later on, a scene adapted from "Adam Bede" was cleverly represented. The closing number showed a group of realistic-looking "darkies," who gave, with true nigger pathos, some tender plantation ditties. Altogether the programme was a triumphant success. The object in view was in itself enough to explain the ardour with which the students threw themselves into the work of preparation, Victorians being usually quite as enthusiastic in their games as in the more serious business of college life.

SCHOOLS.

ETON COLLEGE.—Easter holidays began on March 27. The school will reassemble on April 23-25. An unfortunate occurrence marked the end of last term. Some sons of Belial profited by the opportunity of the school concert to stop up the keyholes of classrooms with plaster of Paris. As the offenders have not given themselves up, Dr. Warre has threatened to stop the leave of the whole school next term. An interesting memorial of Eton's most famous classical scholar has been presented to the library by Mr. Wagner—the MS. of Porson's play, which he wrote when a boy at Eton, "Out of the Frying-pan into the Fire: a tragi-comi-operatical farce."

HARROW SCHOOL.—The entrance scholarships have been awarded as follows: (1) for Classics, J. R. M. Butler; (2) for Mathematics, H. M. Sonnenthal; (3) for Classics, A. P. Pallis; (4) for Classics and History, D. L. Murray; (5) for Mathematics, J. K. Mannock; (6) for Classics, H. E. E. Howson; (7) for Classics, L. G. G. Evans; (8) for Mathematics, W. C. D. Browne.

MERCHANT TAYLORS' SCHOOL.—No less than five of the staff are leaving at the end of the Easter term—Mr. W. Brown, Mr. A. Reynolds, and Mr. T. G. Anderson, who have been with us respectively twenty-five, twenty-three, and twelve years; Mr. W. Mansfield Poole who has been appointed Instructor in French to the Channel Squadron; and Mr. L. von Glehn who has joined the staff of the Perse School, Cambridge, under its new Head Master, Mr. Rouse.

RAINE'S SCHOOL.—Of nine entries for the Cambridge Junior, eight passed, three of them in Honours.

ROSSALL SCHOOL.—The prize for Latin Hexameters was gained by R. G. L. Batley, Greek Iambics by J. N. G. Johnson. F. A. Simpson has gained a classical exhibition, Queen's College, Oxford. On February 13 Mr. Herbert Jones gave us a lecture on "The Imperial Tour of the Prince and Princess of Wales." The memorial scheme for adorning the chapel and commemorating O.R.'s has already received promises of £650. In the house matches here again White's were the runners up. Corder's won the cup, through the splendid play of Fabel. In the Debating Society sixty-nine votes against nineteen negated the motion that the Boer is perfectly justified in defending himself to the last; and seventy-one to eleven considered Mr. Kipling's condemnation of athletics unjustifiable. The Museum is steadily arranging itself, and now presents a very fine appearance of curiosities. On February 1 Mr. Tyler lectured on "The Mountains of the Moon"; on March 15 Mr. H. W. Atkinson on "The Three Colour Process." The engagement of Miss Flora Shaw to General Sir Frederick Lugard has much interested his old schoolfellows. The athletic sports will be on Easter Monday. On April 3 term ends, and we return on April 29.

ERRATA.—In the review of Sir George Young's "Victor Hugo" we must apologise for two misprints. For "And thing and person" read "Each thing and person," and for "*Semble élargie*" read "*élargir*."

PRIZE COMPETITIONS.

The Translation Prize for March is awarded to "Nectarine." "Mazeppa" desires to remain anonymous, and at his request we have sent a donation of Two Guineas to the Invalid Children's Aid Association.

And, perhaps, as you make your difficult way through a steep and narrow alley, shut in between blank walls, and little frequented by passers, you meet one of those coffin-shaped bundles of white linen that implies an Ottoman lady. Painfully struggling against the obstacles to progression interposed by the many folds of her clumsy drapery, by her big mud-boots, and especially by her two pairs of slippers, she works her way on full awkwardly enough; but yet there is something of womanly consciousness in the very labour and effort with which she tugs and lifts the burthen of her charms. She is closely followed by her women slaves. Of her very self you see nothing, except the dark luminous eyes that stare against your face and the tips of the painted fingers depending like rosebuds from out of the blank bastions of the fortress. She turns and turns again, and carefully glances around her on all sides to see that she is safe from the eyes of Mussulmans, and then, suddenly withdrawing the *yashmak*, she shines upon your heart and soul with all the pomp and might of her beauty. And this—it is not the light, changeful grace that leaves you to doubt whether you have fallen in love with a body or only a soul—it is the beauty that dwells secure in the perfectness of hard, downright outlines, and in the glow of generous colour. There is fire, though, too—high courage and fire enough—in the untamed mind, or spirit, or whatever it is, which drives the breath of pride through those scarcely parted lips.

You smile at pretty women—you turn pale before the beauty that is great enough to have dominion over you. She sees, and exults in your giddiness; she sees and smiles; then presently, with a sudden movement, she lays her blushing fingers upon your arm and cries out, "Yumourdjak!" (Plague! Meaning, "There is a present of the Plague for you!") This is her notion of a witticism; it is a very old piece of fun, no doubt—quite an Oriental Joe Miller.

By "NECTARINE."

Alors, il se peut, qu'en suivant votre chemin difficile par la pente rapide d'une étroite ruelle, entourée de murs clos et peu fréquentée de passants, vous rencontrerez un de ces paquets de toile blanche en forme de sarcophage qui signifie une dame ottomane. Luttant péniblement contre les obstacles qui empêchent son progrès—les nombreux plis qui l'enveloppent et l'embarrassent, ses grosses bottines contre la boue, et surtout ses deux paires de pantoufles—elle avance avec une certaine gaucherie, cependant il y a un soupçon de coquetterie féminine dans la manière dont elle s'efforce de soulever et de traîner le fardeau de ses charmes. Elle est suivie de près par ses femmes-esclaves. De sa personne vous ne devinez rien, sauf les yeux sombres et lumineux qui vous envisagent hardiment, et les bouts de doigts fardés qui pendent comme les boutons de roses hors des bastions uniformes de la forteresse. Elle se tourne et se retourne, jetant des coups d'œil soucieux partout pour éviter les yeux musulmans, et puis, retirant le *yashmak* avec vivacité, elle rayonne sur votre cœur et votre âme avec toute la puissance et tout l'éclat de sa beauté. Cette beauté—ce n'est pas la grâce frivole et variable qui vous laisse en doute si vous ne vous êtes amouraché d'une substance corporelle ou seulement d'une âme—c'est plutôt la beauté qui se repose sur la perfection des lignes fermes et nettes et sur l'incarnat de la couleur vive. Il y a du feu cependant—assez de courage et de feu—dans l'esprit farouche—esprit, âme, ou quoi que ce soit qui pousse le soufflet de l'orgueil entre les lèvres mi-closes. Vous avez un sourire pour les jolies femmes, vous pâlissez devant la beauté qui est d'une grandeur capable de vous dominer. Elle le voit bien, et elle triomphe de votre vertige; elle le voit, elle vous sourit, et tout à l'heure d'un mouvement vigile elle pose ses doigts roses sur votre bras, en vous criant "Yumourdjak!" (La peste! c'est-à-dire: "Voilà, je vous fais cadeau de la peste!"). C'est là son idée d'une plaisanterie; plaisanterie, sans doute, de haute antiquité—un véritable "bateau" de l'Orient.

We classify the 155 versions received as follows:—

First Class.—Vlaamsche Meisje, Stamboul, Craigellachie, Calliope, Egea, Frank, Grant, Chemineau, Thiergarten, Rolobo, Erin, Verbena, M.O.W., Nectarine, Izara, C.C.C.

Second Class.—Brin, S.S.S., Lavengro, Renée, E.H.O., Mac, Agib, Quod, 100,000, Mars, Hitchhurst, Aida, Tillynaught, Alte Mamsel, Jaquet, Tchichi, Dex; Aie, Snow Flower, Daffodil, Cinderella, Om, Marigold, Lahnstein, M.M., M.C.K.K., Pony, Peashooter, M.D., Vasil, Shion Pen Bont, Shakspeare, Fortes et Fideles, E.G.B., Lanka, Richmond, Dunnabie, Pertinax, Capitaine Fracasse, Gothicus, Isa: Hebi, Arab, Shark, Stedye, A's Triplex, Merrybent, Giowanna, Gjentoges ôgedes, Gipsy, H.M.I., C.J.I., Moloch II., Lucibel, Olga von Stena, Nemo, M.M.M.

Third Class.—A.B., E.M.W., Eta, Muguet, Limousine, Diavolo, Sorbonne, Nepko, Graham, Vedette, Esile, Francesca, Mr. O'Brien, W.S.D., Sine leve decus, The Long Ju-ju, Daydawn, Amstel, Gardez bien, Altnacolle, Sweet Pea, Glenleigh, Carola Socorro, Cuneda Whelig, Glan Padarn, John Lennox, Efficiency, P.J.E., Alban, Quasimodo, Sirach, Seg, O.M., Frig, Esperanza, Navarre, Nemesis, D.H.W., Round Hill, Eluned.

Fourth Class.—Emilia, F.M.R., Neith, Syrtis, Mike, Minian,

(Continued on page 262.)

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write: *elle voit votre trouble et en triomphe*, or *elle s'aperçoit et triomphe de votre trouble*. *Doigts rougissants* is an over-bold conceit for French, and we must sacrifice something—*rose* or *vermeil*. The last sentence was a touchstone of wit, or rather of wits. "A Joe Miller" obviously cannot be retained—it would be quite unintelligible to a Frenchman, yet I can find no exact equivalent in French; *du réchauffé* comes nearest to it. *Une scie* is "a bore" or "a tedious tale"; *un calambour* is a riddle, though it carries a suggestion of staleness; *bateau*, of the prize version, is unknown to me and to the "Dictionnaire de la langue verte." Yet it is not hard to circumvent the difficulty, and I had several ingenious turns—*plaisanterie qui date sans doute des temps de Mahomet, vieille comme le Pont Neuf*. *Fumisterie*, "hoax," might pass, but *jeu de mots* is clearly wrong. *Yachmack* appears to be the recognised French spelling.

I have exceeded my limits, and still left much that calls for comment. Thus the impossible combination, *d'une manière bien assez gauche*, was very common. Again, *il y a du feu pourtant, assez de feu et de fougue, ce je ne sais quoi* (a slight transposition of the order of words) would be an improvement on the prize version.

DEAR PRIZE EDITOR,—In your notes on the versions of Geibel's somewhat uninteresting and conventional *dichés* you appear to invite criticism. It would illuminate us to have some quotations in defence of your use of the word "burly," as a substitute for the usual onomatopoeism "hurly-burly"; also any excuses for the atrocious rime "surely." Why, too, should *Nebel* be rendered "mist and haze and fog"—three identical states of atmosphere which seem merely *crambe repetita*, and rather like *gradus* synonyms. *Aehren* is, of course, "wheat ears," whether Geibel needed the rime, or perhaps, and not unpoetically, regards summer and autumn as mere developments of spring. It seems sheer pedantry to substitute "green blades." Surely the poet is entitled to his traditional licence, and it is not the business of a translator to reduce his botany to scientific facts.

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[I always welcome criticisms, and my only quarrel with those of "A

(Continued on page 264.)

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4. *Aehren*: as to not correcting or emending the original, agreed; but Flugel gives "spike of grass or corn," and Geibel, I hold, meant the blade or ear still green.
5. As to double rimes, no general rule can be laid down, and my failure and "G.E.D.'s," however gross (is "my and 'G.E.D.'s failures" good English?), are no proof that they are exotics which cannot be naturalized. For "adherence . . . spoil" "A Candid Friend," and not the printer, is responsible.]

EXTRA PRIZE FOR MARCH.

The award of last month's Extra Prize must, of course, have been more or less a matter of taste, but I will state as far as possible my reasons. Lists manifestly much too long for a fortnight's reading were out of the running; also lists which offered various alternatives. The condition of quarantine implied books of amusement, not of instruction; the Bible and Green's "Short History" were not in place. Having thus reduced the lists to some score, I took a *plébiscite* of favourite authors and awarded the prize to the list which best agreed with the voting. "Morlan" gives variety, and all his books may be counted as classics.

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THE COMMON ROOM AND THE COMMON WEAL.

WOE to him who breathes the secrets of the prison-house. Marooning on a desert island would be a desirable release for one who dared to whisper the relations of a masters' common room. Yet the times are agog with teaching reforms and revised methods for great schools and small alike. And how may the new method be introduced into that vast machine, the school, without the interworking of the masters? And how may mutual effort exist if their relations, private and official, be not harmonious?

The lay world cherishes the impressions of its own school-days. It has never had the opportunity of altering them by a peep into the *penetralia*. The master remains for it an integral part of the mysterious school machine. Repressed twists of temperament, personal characteristics or prejudices not implicated in his magisterial presentment will never be conceded to him. Yet, taken collectively, in a body of men regarding one another, at all events, as human beings, these may form a formidable whole, and the greater the enforced unanimity of the official life the larger the share of such idiosyncrasies in deciding private relations.

No profession less fulfils the conditions generally attached to the title than that of teaching. The temptation it presents to so many men of impatient temperament, the immediate assured independence both of means and position, is not the least unfortunate of its misleading features. In all the recognized professions, the Services, civil and military, the new-comer starts at the foot of the ascent. His subordinate position, both in work and in responsibility, is so clearly defined that its waiving in the personal relations with his superiors is a social grace. With advancing years the dignity and responsibility of position increase: the nature of the work accommodates itself to the growing experience.

The schoolmaster starts in youth at the point where, but for the rare combination of circumstances which leads only one out of thirty to a head mastership (except in the case of a cleric), he will finish in old age. From the first he is on an equality with his oldest colleague. The standard of teaching work for which his ability, or his degree, have marked him out at the start can advance but little with increasing knowledge or experience. The utmost increase of responsibility may be a share in the management of his special subject. Accumulated lore of method or character intuition can never secure him against the insertion of some younger man above his head, the freshness of whose enthusiasm more than compensates for want of experience. The consolation of enjoying the result or progress of his work is not for him. Each term recurs the ever fresh material, to be taken up at one fixed point and left at a second for another to enter upon the improvement. The only change of work is in himself, in a failing power of individual interest and enthusiasm, for which a mechanical facility in drill forms a feeble compensation.

Social life for the majority of schoolmasters may be summed up as the relations with their colleagues in the common room. The common room necessarily consists of a heterogeneous body of different ages, selected for distinct interests, working with different ends, with imperfect sympathy for each other's pleasures and little time to share them, with no opportunity of appreciating the merits of each other's methods and small understanding of them, yet forced by the accident of their common work into a close and continuous contact. Little wonder that the senior grows bitter, as he looks round and realizes that his twenty years' service have brought him no greater recognized promotion than an advance of twelve places up the dinner table. The master of a term has the same vote and voice with himself, and the veriest old fusser, if he but possess a memory for detail or a taste for marks, will carry more weight in the trivial councils. Some position he may achieve by force of character, but the *personnel* of the staff is always changing, new men enter who heed not the charm, and the power of impressing it is past. Worse than all, at any time a young Rehoboam may be set on the head master's throne, in whose eyes the counsel of the young men may meet with more favour. Progressing years bring little access of dignity, but they bear with them the realization that the prospect of success is past, the conviction that the very latest arrival has the better chance of attaining Olympus. Who can wonder, then, if, jealous of his insignificant standing, he

grow tetchy about little personal observances, if some small omission, which he has no right as an official superior to correct, become a pronounced raw. The senior hesitates to be cordial lest the fact of the condescension be not conceded. The junior, hampered at each turn by the fear of infringing some unwritten etiquette, dares not be natural lest he may not seem to be ever conceding it. Hence misunderstandings and cliques and pettinesses more in place in the old women's ward of a workhouse.

The unfortunate effect which such relations must have upon united work is patent, either as definite disturbance, or in the less painful but more frequent paralysis, non-interference carried to the point of avoidance, which the fear of such consequences induces. Individual work is prosecuted vigorously and proportionate results are attained, but co-ordination of the machinery, imperative where a reform is in question, is all to seek.

Opinion, however, is content to demand reform—reform in teaching methods—and to remain comfortably blind to any need of attention to, or alteration in, that precarious organization which is to execute it—the common room. To most it remains the mechanism they conceived it in youth, controlled by the head master; and yet, with human want of logic, the cry is all for sending the young teachers abroad to learn foreign methods and introduce them in the secondary schools; advising, in short, one wheel of a coach to roll diagonally, or an Association football player to introduce the Rugby game on his own wing. There is no "new method" to be learned abroad in the least degree suitable for English boys which does not call for the reorganization of the whole school teaching and examining in order to achieve any result. Regarded as an abstract, the footballer *might* score a goal, if not disqualified; the new teacher, as things stand, could merely lead his class up a lonely little *cul-de-sac*, a very far cry from the examination terminus.

Further, as a member of the common room, it is hard to picture the discomfort of his position, with all the vested years of the established teachers strongly, and perhaps not wrongly, opposing the reorganization on its own merits, and above all resenting personally the infliction of the innovator, and the implied slight upon results to which they may have devoted the better energy of their lives.

What, then, retorts the newspaper letter-writer, is the head master about if he cannot control his own engine and reset what parts he chooses? The customary situation of a head master is one of the acrobatic miracles of the age. He might be represented as with his one hand regulating the current of his common room, testing as it were the whirlpool forces of a Charybdis; with his other deprecatingly shaking hands with each and all the fads of his Scylla of a governing body; while he pilots his school-craft between, on the far from unruffled waters of the British parent. He may well hesitate to attempt further that which would set the eddies of his Charybdis in commotion. There is one object against which a common room can take joint action with a deadly doggedness of negation, a reforming chief who fails to impart his enthusiasms; the more so that the reformer will probably be junior to his senior assistants in years and local knowledge, and consequently be a natural object of criticism and opposition.

Before reform in method and matter can be introduced, the faulty teaching organization, beside which the matter taught is of trifling importance, has to be dealt with. The first step towards this is the tardy recognition of the master as a human being.

To attract men of good class and character something more is necessary than the assurance of a competence and a position of respectable stagnation. University or other early distinctions are an excellent entrance certificate in life, but no service would now uphold the pretension that they afford a permanent evidence of relative capacity in the various professions of after-life. In the teaching profession alone are they maintained officially and clung to personally throughout the career, the latter perhaps with some excuse as in most cases forming the last "honour" obtainable in life. Hence the superfluity of somewhat ineffective "lettered" men in our schools, and the want of men of character or personality, yearly becoming of greater importance with the increasing personal contact between boys and masters; such men naturally shunning a career where they have no chance of competing with their more belettered contemporaries.

A rough sketch of the transformed profession might be made somewhat on the following lines:—A scale of promotion should be introduced which would admit of the nature of the work and the responsibility changing agreeably to increasing age and experience, while the succeeding steps should carry with them an increased dignity of position. In the actual teaching work of the school such distinctions could not be introduced. Educationists would quarrel to the last day about the comparative grades of every separate subject, or the superior difficulty of teaching small boys over big. The traditional titles and usages of our old schools could never be reduced to a common denominator for purposes of magisterial grades, and the value of the several positions in each school would have no meaning for any but its own *alumni*. To produce a satisfactory teaching profession the grades must be officially controlled, independently of the several schools, by a central authority. Somewhat on the system obtaining in the Army, promotion would be granted by the Board of Education according to seniority or merit, substituting the head master's and council's reports for the absurdity of an examination for elder men. The degrees would carry some corresponding title similar to those of the Civil Service—senior assistant, junior assistant, &c.—each with its small social step and a proportionate increase of salary. These salaries would be on a fixed scale, and would be supplemented by Government in proportion to the means of the respective schools. The proportionate shares once defined as between each school and the central authority, the official salary would adjust itself mechanically to the grade and present school of the applicant. The enormous advantage which would at once accrue both to the education of the country and to the individual masters from such an arrangement must be apparent. The *onus* of an insufficient salary would be at once lifted from the poorer schools by the fixed universal rate of payment by grade. The objection of the loss of social and professional *status* in taking work at inferior schools—loss so fatal at present to the prospects because so difficult to recover—would be removed by the fact of the professional rank being held irrespective of the school, and the prospect of its betterment in no way affected by the class of boys taught. Hence the less prominent schools could compete on equal terms with their great rivals for the first-class men in any line, offering the advantage of a clearer field for good work and larger gratitude from head master and council as compensation for inferior creature comforts and boys. On the other hand, the masters, released from the fear of sacrificing their futures, could change freely from the overcrowd of some large school to the chance of more congenial work elsewhere, as occasion offered; bearing with them the blessings of new ideas and fresh aspects, and themselves rubbing off by contact with changed methods and wider experience the fatal growth of narrowness and indifference to all but the rut before them, which seems under present conditions to envelop as surely as time itself the most liberally minded.

On any tendency towards fickle changing or the indulgence of a too easy discontent, the necessity of securing the recommendation of the head master for official advancement would serve as sufficient check, while the facilities for exchanging would lessen the evils of friction between uncongenial colleagues.

The authority naturally appertaining to the central authority, as controlling the promotions and apportioning the salaries, would entitle them to demand a course of preparatory training and a proper supervision during the first years of teaching; subsequent evidence of the teaching capacity, not by examination, but through the medium of the occasional attendance of qualified inspectors during lesson hours, might well supplement the reports of the school authorities. A system of superannuation for the different grades, with graduated pensions, would rid the schools of the encumbrance of the "past" master, who would be forced to retire or seek elsewhere for the recommendation to another step denied him, and would enable the conscientious senior, conscious of failing energy, to withdraw with the comforting assurance of a social recognition of the dignified position he has gained, similar to that enjoyed by other public services.

The one serious objection to the system of promotion on the recommendation of the head master and council is the great responsibility and discretionary power it places in the hands of the former. It is to be feared that very few existing common rooms would accept with confidence such a dependence on their chief. But the head master's position would assuredly not be

exempt from the universal resettlement. The anomaly, peculiar to England, of the young head elected from the ranks to the chief command, has but two arguments to support its popularity. The first, the necessity of a youthful zeal to vivify the scholarship of a school, is a survival of the eighteenth-century notion of a school as a cramming shop for the Universities; whereas the present-day head master's duties are almost entirely of a judicial and administrative character, for which experience is the only efficient training. The second is the need of a youthful "new broom" in order that the inevitable opposition of his assistants to reform may be eliminated by the course of nature, and the school have space to advance smoothly once more on the changed lines. This is met by our new system. With the constant passage of masters from school to school, and the consequent acquirement of wider professional interests and more liberal views, there would not exist the same tendency towards slipping into local grooves. Impartial criticism and comparison would percolate at every grade, and substitute larger educational enthusiasms and professional rivalries for individual school prejudices and jealousies. The movement towards reform would proceed naturally from within, and would no longer need the violent periodic impulse of a new governor, burdened with the sole weight of concentrated charge and the more imperatively autocratic, that he may be able to override an opposition as traditional as the purpose of his appointment. Further, the need of a long reign, to permit of a fair trial on the new ways, would disappear if the responsibility was more evenly distributed among the several ranks of the service. The school administration would proceed according to a definite policy, accommodated to the general trend of educational opinion, and would no longer be forced to swing and vary at the discretion of its autocrat. So long as the school is content to throw the whole burden of its success or failure, the entire responsibility of its conduct and reputation, on a single pair of shoulders, the personality of its temporary ruler must remain the vital spring of its somewhat spasmodic existence. On the newer system, the position would correspond more to that of a colonel of a regiment, autocratic in personal seeming, but constitutional in nature, where personal qualities may be of immense influence, but where the duties in the general system are too permanently regulated and interwoven with those of the subordinates to be materially affected by the substitution of one individual for another. For such a position administrative experience, acquired on an ascending scale of responsible positions, would be a sounder certificate than any quantity of youthful energy.

The actual working life of the school would fall of itself into a natural ladder of preparation for these higher posts. The maturing schoolmaster, qualifying for each step by the grant of the official rank, could surrender to the younger men the larger share of the pure teaching work, in which youth is undeniably more effective, and substitute the more responsible and suitable occupation of school administration; passing, perhaps, from supervising master (of preparation hours and young masters) to house master, and thence, by election from those of sufficient official rank, to the advisory committee co-operating with the head master.

To an energetic man, officially qualified, the absence of vacancies in the higher positions would no longer imply the same years of waiting, with the knowledge that to change means to start at the bottom again. He could shift to where a vacancy offered in some other school, and thence, if desirable, to yet another, without injuring his prospects of return or losing his seniority. Retiring head masters might do valuable service in the delicate work of secondary school inspection.

But it is to be feared that such speculation is a trespass on the peculiar province of the millennium. A schoolmaster must be forgiven if he yet cherish it as his prospective Elysium—one far more agreeable to modern tastes than that which Lamb designed for his former tutor. Any consideration of its feasibility must attend the diversion of the efforts of educationists from profitless tinkering at the matter or method of teaching to the primary consideration of the men.

Lacking this, is there no matter in which those interested, realizing the truth, can improve the present conditions of common room life? A few points of a practical and perhaps somewhat trivial nature present themselves, affecting the life of the master and hence at least approaching the problem of work reformation from the right end.

Primarily with regard to school hours. There are two suggestions of definite value which can be extracted from the chaos of Continental theories—the systematic preparation for individual lessons, and the mutual visiting during lesson hours. It would not seem unreasonable to postulate the need of a quarter of an hour's preparation for every hour's teaching, if any attempt is to be made to accommodate the material to the individual intelligence and substitute learning by awakened interest for the less permanent learning by what may be called driving. Similarly, if a boy's school education is regarded as in itself a whole, the mere portioning out of the ground to be covered between his successive teachers is inadequate. Harmony and sequence in the manner in which the material is presented are imperative for systematic mental development. These can only be arrived at by personal knowledge and comparison of each other's teaching models, enabling the teachers in a special branch, mutually recognizing and compensating the effects of their several individualities, to obtain a relative concordance of method. And more, such intervisiting can conduce still further towards unanimity by the opportunities it offers for friendly criticism of unconscious faults and mannerisms, of which, as things at present stand, the boys alone are cognizant, and by which they not unnaturally profit to the full extent. The recognized visitations of the head master are necessarily too infrequent, and bear with them too artificial an atmosphere, to be of any service. Visiting to be profitable must be customary. Any German school can bear witness to the stimulating effect upon class work of the presence of foreign bodies.

And yet, where are preparation or visiting to be found with us? The length of the conventionally established teaching hours would render either impossible, without an increase of the staff that no school budget could support. The remedy is to be found not in the increase of men, but in the reduction of the lesson hours. The tradition of the lesson as the only medium of teaching, dating from the pre-printing age, is still too firmly rooted for the vastly greater value of preparation-time to have been realized. It is inevitable that the average boy mind, before it has learned how to learn and unlearn, should retain the faulty rendering or solution evolved of itself in preparation at first contact with a subject far more firmly than the subsequent *ex cathedra* recastings of matter already stale, which it shares with some thirty others. A large part of modern class-work consists of hopeless wrestlings to eradicate errors that need never have been allowed to take hold. School hours seem indeed to have been arranged on the assumption that all boys are idle unless under the magisterial eye, and even there lazy: and that it is necessary to keep them for a maximum time at work in order that the chances of their really working during some part of it may be similarly increased; with the natural result that the boy, unable to work genuinely for more than a part of the time, soon learns how to shuffle through part and whole alike inadequately for all purposes but punishment exemption, and contracts a notion of work as only incumbent under the master's eye. Half the hours now spent in school, hammering at a subject to nerve-weariness, or distractingly chopping from one branch of knowledge to another without rest or preparation, were far better spent by the boys in "pupil-room" or preparation under personal supervision, and by masters in vivifying their work or profiting from each other's methods. For purposes of preparation, freed from the trammels of marks and class-room discipline, the proportion of boys to a master can be largely increased. A scheme arranging for parallel hours of school and preparation would thus alternately set a considerable proportion of masters at liberty to attend one another's lessons, and to ponder their own—in both cases with great benefit to their teaching and through their teaching to the school.

The thralldom of marks may seem a small matter, but to how many men are these necessary stimulants for the independent boy Briton a devourer of leisure and of energy! Since their position must be recognized, the burden might be materially lightened by delivering the mechanical labour of addition, reduction to scale, and the rest, into the hands of the paid school clerks or accountants working under the school bursar. Masters and marks would profit equally by the arrangement.

In reorganization of this kind lies the real opportunity for the head master's authority. Few, even of head masters, seem to recognize that their apparent absolutism has its main justification

in the basis it affords for the use of personal influence. Forcing new systems down unwilling throats will make but small progress towards the producing of good work. The only sure way lies through the men to their work, in the personal promotion of concord, and the ameliorating of the details and small surroundings of life. Comfortable service and rooms, absence of formalities, even hot breakfast dishes, may seem unworthy the dignity of an autocrat's attention, but they are of importance in the hard-working lives of an association of men. Some of the money now spent on the advertisements of large speech-rooms and drill-halls were far better employed for the best interests of the school on the improvement of common room conditions. Here and there indeed the mediæval superstition still lingers that comfort tends to neglect of work, a conception singularly inappropriate to the general renunciation of a schoolmaster's life. Only those who have had experience can know the difference of atmosphere created by the small meannesses or the inexpensive liberalities: the chafing of men, stinted, discordant, jarring for "hours-out" and job-payment, with its inevitable effect on their work, and the cordial note of a company well cared for, voluntarily accepting all work for its own sake, with a harmony pregnant of effective results.

There is another field in which the position of a head master can be of great personal value. Young masters are too generally regarded as finished articles and expected to spin mechanically as wheels in the machine; whereas they have their individual ambitions yet uncrushed and their training all to come. One who is wise enough to look upon them as future house and head masters, and to give them the benefit of personal confidence and of practical advice and experience, is doing a work of wide general effect, and creating in his school a public opinion trained and prepared for reforms which it would prove impossible to enforce officially on a body only educated in the conservatism of their seniors.

The compulsory celibacy of the hostel system, which seems to be gaining ground, is the final evil to be cited as demanding treatment in any attempt to patch up the existing profession into a tolerable career. As things exist a master contemplating marriage has to take into consideration not only the halving of a small income, but the surrender of all prospect of increasing it by obtaining a house or dormitory. For poor men this has the effect of practically debarring marriage. The trail of monastic tradition is again apparent in the irrational regulation. The theory that the possession of a home impairs the devotion to the work of life is one that even the Universities have been found to reject. In schools where houses for married men do exist the objection is never upheld, and to modern ideas, realizing ever more the dominant importance of personal character and personal relations in education, such a drawback, if not imaginary, weighs as nothing against the humanizing effect of home surroundings, the diminishing of the inevitable narrowness of old-bachelorhood by wider social obligations, and the permanent attachment and sense of responsibility to a place which the introduction of the home sentiment induces. The disadvantages of marriage in the hostel system exist only as a superstition. Experience has shown that it is as easy to manage all the details of dormitory life from a home seven minutes distant as from rooms at three. Small matters of discipline, requiring continual presence, can be entrusted as a useful experience to selected younger masters. Confidence in a married man greatly facilitates the relations with parents, and it is an obvious grotesquery that marriage should be treated as the one absolute disqualification for the management of children.

For this, as for the other ills, the remedy is simple, yet none the less imperative if any effort is to be made to attract good men into the profession and get good work out of them when there. It cannot be too often repeated that it is at this end that all movement towards reform in the instruction of our secondary schools must begin. Personality is the vital breath of education, and to neglect the problem of the men and muddle exclusively at method is to expend good labour in creating a chaos with futility as its end. The height indicated, of the schoolmastering career as it might be, may be too remote a summit for present effort, but a betterment in the common room conditions, both in the details mentioned and others which they entail, would go further than much Germania towards securing the best development of the young nation. The devotion of the present schoolmaster's life is admirable,

the more so that it is rarely recognized. Few positions can be more heroic than that of masters yearly "marching yet further from their prime"; men who have exhausted the energy and enthusiasm of their natures on material which is ever passing from them and can never yield the natural reward of labour in evident results; whose only return is the growing narrowness which the very unselfishness of their sacrifice of all other interests produces; to whom time and long service bring no change but the consciousness of failing powers to cope with the ever fresh material and the nearer prospect of a blank retirement with the one sustaining interest of life removed. Such lives seem the veriest heroism of pathetic self-abnegation. But heroism is a foolish waste of good energy, when a little thoughtful organization, and perhaps expenditure, would secure without its aid more satisfactory results.

NATURE-TEACHING.

I HOPE that I may take it for granted that those who read this article are convinced of the *desirability* of including Nature-teaching in the home curriculum. This assumption on my part serves to clear the way to some extent, since there is no need for me to dwell upon the reasons why natural history should be taught, but rather upon the method of teaching which may be employed with most advantage.

As regards the educational value of natural history teaching, I should like to direct attention to the following points before proceeding to the more practical portion of my subject:— (1) The study of natural history calls into healthy action the powers of observation and reasoning. (2) The activity of these powers will be greater if the teaching be founded upon the wide and sound basis of endeavouring to assist the child-mind in the expression of its own ideas; for herein lies the secret of the truly *educational* aspect of the training. (3) We must train the physical sight to stimulate and serve the vision of the mind. Let us remember the old saying: "The eye sees what it brings with it the capacity for seeing." Physiologically speaking, there is no separation between the processes of eye perception and mind perception, though they may work independently of one another. The eye is the waiting organ of the mind. But how perfectly it shall discharge its duties in this respect must depend upon the training it receives. The dependence of the mind upon uneducated sight may be compared with the dependence of a master upon an untrained servant. I say *training*, because we must carefully distinguish between *use* and *training*, since the latter is by no means implied by the former. (4) We should therefore seek to inculcate in our children habits of *analytical observation*. This is one of the fruits of careful eye-training. A child should be encouraged to "pull things to pieces intellectually," to turn facts inside out, to learn the "insides of things."

These are a few of the things that we want to accomplish, but the practical question is how to set to work. In attempting to indicate the steps which should mark the progress of the training which we recommend, it is necessary to observe that much weight necessarily attaches to the nature and temperament of the child-pupil, and yet more perhaps depends upon the capability of the parent teacher. It would be difficult or impossible to indicate the exact lines upon which the teaching should proceed; all that is possible is to suggest what appear to be the best and most attractive methods of carrying out the object we have in view.

It is most important that the method of teaching employed should conform with the growth of the child's mental powers, by drawing out his ideas in a healthful manner, by allowing full play to the imagination, and by strengthening and developing the child's own resources. No doubt many parents entertain misgivings as to their ability to teach a subject with which they are only superficially acquainted. The advantage in teaching of possessing a thorough and comprehensive grip of one's subject is unquestionable, but, at the same time, it should be remembered that the ability to teach does not depend so much upon the extent of one's personal acquaintance with the subject as upon the ability to assimilate what one reads, and the power of adapting the knowledge so gained to the aptitude and requirements of the pupil.

If, let us say, we carefully read and digest the contents of a

chapter of a simple book on botany, and if, moreover, we take pains to verify for ourselves the facts therein advanced, we should be prepared to teach the children in our own words all that it is essential for them to know in that chapter. And if, in addition, we take the precaution of reading up in a larger work certain points only touched upon in the smaller book, we ought to be in a position to enlarge upon the lessons, and to draw our illustrations from a wider field.

This plan assumes the necessity of the teacher's keeping at least one chapter ahead of the pupil; and the effort required to enable the teacher to, as it were, turn the matter of his reading inside out, so as to render it in different language, will give him a grip of the subject and test his assimilative powers in a manner not otherwise attainable. In this connexion we shall do well to bear in mind the excellent advice given by Rembrandt to his pupil Hoogstraten: "Try to put well in practice what you know; in so doing you will, in good time, discover the hidden things which you now inquire about." So far, then, as regards our *reading*; but books will not do much towards enabling us to train the power of observing in our children. Books will give us knowledge, but they cannot lend us *eyes*. We must bring ourselves and our children face to face with Nature herself.

This leads to another practical division of our subject—how to observe. We want to know how to observe quite as much as we want to know how to teach. And here let me say a few words about the value of "object-lessons." Objects are used to illustrate lessons in natural history in two different ways. They may be entirely in the hands of the teacher, who describes them to the pupils; or they may be placed in the pupils' hands at first, and the pupils requested to state their ideas about them. The first method is objectionable from several points of view, but chiefly from the *educational* standpoint. I cannot help thinking that such object-lessons are rather apt to partake of the character of the lesson on the sponge, in which the children were directed to note, first, that the sponge was p-o-r-o-u-s; secondly, that it was a-b-s-o-r-b-e-n-t; and, thirdly, that for both these reasons, but especially the second, the sponge was an exceedingly useful article of commerce! (N.B.—All the long words used were to be written out several times in order to impress them upon the infantile memory.) But, observe, not a word was said about the *living* sponge, of which the thing handled by the children was but the bleached skeleton. A few words concerning the marvellous polypes of the living sponge would have lifted the children out of their dull schoolroom into the realms of fairyland; but possibly the teacher had the commercial side of the subject uppermost in his mind, or possessed only a hazy notion of what a living sponge was like.

The frequent causes of failure in what are termed object-lessons arises no doubt from the inability of the teacher to infuse into his pupils the enthusiasm which he himself possibly feels for his subject. And a good teacher, it should be observed, who begins by eliciting the ideas of his pupils on the objects placed before them, will not forget that he has to train their powers of observation by calling their attention to points which they have failed to observe. This method is truly educational, without being in the least didactic. Nor should he forget that his teaching should be more in the nature of an interpretation than anything else; that he must bend himself to the stature of the child-brain before him, seeing with the eyes of the child, grappling with his subject as the child-mind only can grapple with it, and that his mental strength must be always at the level of that of the child. And while he conceals the depth of his own knowledge, as he would conceal his superior physical strength, he encourages, stimulates, and lifts the minds of his hearers, till the pupils catch the fire of his own enthusiasm, until their minds are aglow with his own—when he may carry them whithersoever he listeth.

In dismissing the subject of object-lessons, I would merely add that they do little or nothing towards fostering a desire on the part of the pupil to find out for himself what is to be learnt about the objects which surround him, but rather serve to blunt the desire for self-acquired information. The keynote to the successful training of observation is undoubtedly the economizing to the fullest extent of the material for study. In other words, children should be trained to make the most of their surroundings. It is the old story of "Eyes and No Eyes." Specially furnished object-lessons can never equal the simply invaluable lessons which are to be gained by a minute and accurate survey of the ground over which the pupil takes his

daily walk. The first step is to limit very strictly the area of study. By thus concentrating his powers upon a small space he will avoid the bewildering sense of a multiplicity of detail which is inseparable from attempts to observe upon a large or undefined scale. Let him, for example, assure himself as to every growing thing comprised within a few square yards of meadow or an equivalent extent of hedgerow. By this means his eyes will be trained to detect similar forms when passing over an entire field, or walking beside a long extent of hedge. He will thus gain accuracy in observing, and be led to discover how much he really knows about the objects by which he is surrounded, and with which he may claim to be already familiar. If his observation schools him to appreciate minute differences occurring within the small space, and to realize exactly to what causes such differences are to be ascribed, the power of detecting differences on a very much larger scale must naturally follow.

Having carefully chosen his area of observation, the student, actuated by a sense of proprietorship, would proceed to exhaust its resources conscientiously, and with the healthy object of precluding any attempts to poach upon his preserves. It might be an advantage for two or more students to combine in working out a single area. Thus one pupil might work the plants, another the insects, a third the creatures other than insects, while a fourth might be told to examine and report upon the nature of the soil and such rocks and stones as might be visible at the surface. The great point to be observed is that nothing, however trivial it may seem, is to be overlooked. It is advisable that the pupil should be given a free hand at starting, because the sense of responsibility is stimulating and wholesome, but he should be asked to give his reasons for omitting anything from his report. Such omissions are likely to be frequent at first, and they will generally be found to apply to such objects as are both profuse and familiar, the tyro's aim being the mistaken one of recording only things which are uncommon. This fault needs to be corrected by the teacher, who will wisely seize the opportunity thus afforded of imparting a lesson of the first importance—namely, that the very commonness of the object omitted gives to it the right of first consideration, since it proves that the organization (assuming for the moment that it is a plant) is in some way or other admirably fitted to contest the space allotted for growth. And because it is so successful it compels our attention to two points: (1) How has it succeeded in making itself so common; and (2) in what way has its success affected the plants with which it is associated? It will be seen that these two questions embrace several important points, such as: 1. (a) Does the success of the plant appear to depend upon some peculiarity of structure, mode of growth, or method of reproducing its kind, which is not possessed by the rest? Or (b) does its superiority appear to be due to external causes, such as the nature and condition of the soil, the elevation or depression of the ground, &c.?

With regard to question 2, in what way the success of this particular plant has affected the rest of the herbage, we may carry our lesson into the region of heather and gorse, and there study the effects of unsuccessful competition in the case of many weeds which yet manage to hold their own in the lowland meadows, not forgetting, however, to mark the insignificant, though successful, dodder, which strangles the powerful ling in the very seat of its stronghold; again to the clover field, where excess of numbers counts for nought against the inroads of a few straggling plants of this all-powerful and quickly spreading enemy, the dodder; and yet again to the wheat-field, where red poppies grow luxuriantly amongst the far-outnumbering stalks of corn.

These are but a few of the object-lessons which are called forth by the pupil's significant error in deeming commonness—or, what is the same thing, superiority of numbers—a matter of no import. And it is hardly necessary to point out that some of the most valuable lessons may be illustrated by objects that are within the reach of every teacher who is happily capable of turning to useful account the simplest facts in his everyday experience.

Brought face to face with Nature, and trained to observe systematically, the pupil will gradually acquire the power of mental discrimination. But the accuracy in observing which will result from the method of eye-training here suggested will stimulate the making of comparisons between the objects observed. Points of special interest, observed, perhaps, at

first in a few of the objects which have come under observation, will be looked for in other objects. Certain of these points will be found to be replaced by others no less striking in themselves; and, while the number and variety of mental pictures will thus be gradually increased, the mind will be learning to grasp the essential or distinguishing features of the objects examined. The relations between the various organisms, and their mutual bearings, would likewise come to be recognized, and in this way the meaning and use of diverse points of structure, &c., would be understood. Of this we may give an example in the relation between flowers and insects. We may imagine a pupil entering in his note-book: "I saw a bee collecting honey; it visited a number of plants of red clover, but passed over some buttercups. The buttercups, however, were visited by numerous flies. The clover evidently possesses some special attraction for bees which the buttercups do not possess." Here is a picture connecting clover flowers with the habits of bees; and the pupil would follow this up by observing other flowers, and by endeavouring to find out why bees prefer certain flowers to others; and these observations would lead him to a fuller understanding of the essential parts played by colour, form, and honey-secretion. If the presence of honey were found to be accompanied, in the case of certain flowers, by a peculiar form of construction and colour-marking which seemed to be displayed with the express purpose of attracting insects, the pupil would naturally be led to look for such signs in all flowers which came under his notice; and in the presence, or absence, of such features, to form distinct and accurate impressions as regards the relations of plants and insects, and finally to perceive in the adaptation of certain flowers to certain insects the existence of what may be termed social grades in insect-visited plants.

We do not hesitate to put forward the strongest claims on behalf of botany as a subject specially adapted for parental teaching. Plants are easily obtained, and their structure and growth may be studied *in situ*, whilst their immotile condition offers the fullest facilities for observing the interesting effects of associated growth. The cultivation of the art of drawing, which is so necessary and helpful an accompaniment to Nature-study, is greatly facilitated in the case of plants; and, finally, it is perhaps hardly necessary to point out that the comparative simplicity of structure which characterizes plants in comparison with animals is a further and important point in favour of their selection.

The system of teaching adopted should combine three essential points—(1) accuracy; (2) thoroughness; (3) breadth of treatment. The third point does not imply diffusiveness, but simply the avoidance of narrowness in teaching. It should never be lost sight of that knowledge concerning a particular creature or plant is only of use in so far as it constitutes a stepping stone to knowledge of other creatures and plants. The practical value of teaching, whatever be the method employed, must be measured by the extent to which the knowledge can be applied. Again, with regard to the method, all teaching which is not educational—that is to say, which does not draw out the ideas which are in the child's mind, as well as inculcate fresh truths—is valueless. Every teacher should guard against the blunting effects of teaching solitary, disconnected facts which do not hinge themselves in any way upon the preconceived ideas of the pupil. It is necessary that the endeavour should be made in directing the observation into the right channels to ensure that every idea inculcated should serve to fire a train of ideas in the mind of the child. In this lies the value of suggestive teaching—it should be a stimulus to personal inquiry on the part of the child; each new fact brought under his notice should show, by the method of its implantment, how it is to grow and develop fresh facts. In illustration of this let us instance the case of the stinging-nettle. What does the child observe here? First, it is the leaf which stings the hand; this is the deduction from personal observation, and it starts a train of thought in the child's mind which associates leaves shaped like those of the nettle with the power of stinging. Here we have the impression of the nettle-leaf; but, unless it leads the child to examine and compare the leaves of other plants in order to see whether they sting or not, and, if not, why not, the first formed impression is, as an isolated fact, valueless. The next step, therefore, is to bring the child into contact with the leaves of other plants, selecting first, for the purpose of illustration, the leaves of the white dead-nettle. The points of resemblance between these

leaves and those of the stinging-nettle will be apparent to the child, and he will assume from this resemblance that the dead-nettle leaves have likewise the power of stinging. A trial, however, will convince him that he is wrong, and the impression formed from his previous examination will receive a shock. His next step will be to examine the leaves of the stinging-nettle afresh in order to find out why they sting, and the result of this second and closer examination of the leaves, and comparison with those of the dead-nettle, will be to amend the impression first formed, or, rather, to supplement it by another and more correct one, viz., that it is not the *leaves* of the stinging-nettle which sting, but the curious hairs which grow upon the leaves; and the absence of these hairs from the leaves of the dead-nettle is the reason why the latter do not sting; hence, the resemblance between the leaves counts for nothing—it is the stinging hairs that must be looked for. (Incidentally, however, the child may be led to perceive that this close resemblance between the leaves of the dead-nettle and those of the stinging-nettle may be of great service to the former in protecting its leaves from being eaten.)

A further stage is reached when, by comparison with other plants, the child recognizes that while there may be comparatively soft and flexible hairs which owe their stinging property to their capability of breaking near the point, and thus permitting the poison to flow into the wound, as in the stinging-nettle, there are other hairs which are devoid of poison cells, but, being of a stiff, bristly nature, are capable of entering and inflaming the skin, as we see in the case of the viper's bugloss. The deduction from this comparison would be that the same object, viz., protection, may be secured by different means in different plants. From specially modified hairs with poison-cells, and brittle hairs that pierce the skin and then break off, we may pass on to plants in which leaves, or even entire branches, are transformed into protective spines; whilst, as evidence of protection of a different kind, we observe the downy growths on certain plants intercepting the too-free transpiration of moisture from the air-passages and pores of the underside of the leaves; the downward pointed hairs on the stems, and especially on the flower leaves—the latter in the form of beards and *chevaux-de-frise* in tubular corollas—which serve to exclude unwelcome guests in the shape of creeping, wingless insects, whose object is to devour the precious pollen and honey, and which do nothing for the plant by way of payment for their food.

Thus, step by step, fact hinging upon fact, the study proceeds. Each observed fact is made to throw light upon facts which stand in near relation to it, thus serving to sustain the interest of the child, and to widen his conception of Nature. Teaching carried out on such broad lines as are here indicated must involve an almost unconscious education and training of the mind through the medium of the eye; and it should be satisfactory to note that this happy result may be brought about without the least suspicion of either forcing or cram, without burdening the memory with a string of polysyllabic terms which hedge the divinity of the subject; and without losing sight of the important truth—which, indeed, should be ever before our eyes—that the flower, the bird, and the insect are before all the books which were ever written.

FRANCIS J. ROWBOTHAM.

CALENDAR FOR APRIL.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—Oxford Local Exam. Apply for entry form (up to May 7).
- 1.—London University M.A. Exam. Return forms.
- 1.—Surrey County Council Scholarships. Return forms.
- 1.—Return forms for Leaving Certificates, Scotch Education Department.
- 1.—Return forms for London University M.A. Exam., Branches III., IV., V., VI., and VII.
- 1.—Return forms for Cambridge Higher Locals. (Last day, April 30.)
- 2.—Harrow School. Entrance Scholarship Exam.
- 8.—London University. Last day for entry for M.B. Exam.
- 10.—Oxford Exam. for Women. B.Mus. Return forms.
- 11.—British Child Study Association, Sesame Club. Discussion, "Imitation." Mr. J. H. Bacon and Mr. E. Cooke.

- 14.—Science and Art Department. Return forms for Whitworth Scholarship and Exhibition Exam. Last day for sending in forms for Local Scholarships; also for Exhibitions in Art.
- 15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
- 15.—Southwark Educational Council. Meeting at Polytechnic Institute, Borough Road, at 8 p.m. Paper, "The Relation of School Work to Commercial Business," by Sir Joshua Fitch.
- 18.—Forms for Edinburgh Local Exams. may be obtained from the Clerk of Senatus, Edinburgh University, and must be returned to him filled up by May 6.
- 20.—Surveyors' Institute Special Exams. Return forms.
- 21.—London Chamber of Commerce. Junior Commercial Certificate Exam.
- 23.—Post School News, items for this Calendar, &c., and Advertisements for the May issue of *The Journal of Education*.
- 24.—St. David's College, Lampeter. Matriculation.
- 25 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the May issue of *The Journal of Education*.
- 28.—Science and Art Department. Candidates not in Science and Art Classes to apply to Local Secretary for admission to Day Exam.
- 28.—Dublin University (Trinity College). Entrance day.
- 29.—City and Guilds of London Institute. Technical and Manual Training Exams. begin.
- 30.—Girton College, Cambridge. Entrance and Scholarship Exam. Return forms, with fees, for June Exam.
- 30.—University College, London. Andrews Scholarships. Return forms.
- 30.—Local Committees to apply for Exam. papers to Science and Art Department, South Kensington, for Day Exam.

The May issue of *The Journal of Education* will be published on Wednesday, April 30, 1902.

SUMMER HOLIDAY COURSES, &c., 1902.

(Preliminary List.)

- ABERDEEN (University of).—July, August, and September. Special Courses in French and German for Teachers. Apply Lecturers in Modern Languages, Marischal College, Aberdeen.
- ABERYSTWYTH.—During August. Sloyd. Under direction of Miss Andrén. Address—31 Blenheim Road, Bradford, Yorks, or apply to Mr. Cooke (see under Naäs).
- AMBLESIDE.—During August. Sloyd. Under direction of Mr. J. Vaughan. Apply to Mr. J. Cooke (see under Naäs).
- ÁVILA (Spain).—August 4-25. Spanish. Apply—The Director of Technical Instruction, County Technical Offices, Stafford.
- CAEN.—July 1-30, August 1-30. French. "Alliance Française" Courses. Apply to Mr. Walter Robins, B.Sc., 9 Northbrook Road, Lee, S.E.
- CAMBRIDGE.—University Extension Summer Meeting, August 1-13, August 14-26. History, Literature, Science, Economics, Music and Fine Arts, Education, Theology. Complete programme, 7d. post free, from R. D. Roberts, M.A., Syndicate Buildings, Cambridge.
- GENEVA.—July 16-August 28. French. Apply to Monsieur Charles Seitz, à l'Université, Geneva.
- GREIFSWALD.—July 14-August 4. German. Apply to Prof. Dr. Siebs, Ferienkurse, Greifswald.
- GRENOBLE.—July 1-October 31. French. Apply Monsieur Marcel-Reymond, 4 Place de la Constitution, Grenoble.
- JENA.—August 4-24. German. Apply to Frau Dr. Schnetger, Gartenstrasse 2, Jena.
- KIEL.—July 6-26. German. Apply to Herr Nissen, Holtenauerstrasse 38, Kiel.
- LAUSANNE.—July 22-August 30. French. Apply to Monsieur J. Bonnard, Avenue Davel 4, Lausanne.
- LEIPZIG.—July, August, and September. Sloyd. Dr. Pabst, 19 Scharnhorst Strasse, Leipzig, or to Mr. Cooke (see under Naäs).
- HONFLEUR.—About August 1-22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, London.
- MARBURG.—July 7-27. Modern Languages. (Second Course, August 4-24.) Apply to W. G. Lipscomb, Esq., County High School, Isleworth.
- NAÄS.—June 11-July 23, July 30-September 9, November 5-December 16. Sloyd. [The courses at Naäs, Leipzig, Aberystwyth, Ambleside, and Penarth have been arranged by the Sloyd Association.] Apply to Mr. John Cooke, 131 Percy Road, Shepherd's Bush, W.
- NANCY.—All the year round, holidays included. French. Apply to Monsieur Laurent, rue Jeanne d'Arc 30, Nancy.
- NEUCHÂTEL.—July 15-August 10. (Second Course, August 12-September 7.) French. Apply to Monsieur P. Dessoulavy, Académie de Neuchâtel.

- OXFORD.—July 2–August 28. English Language and Literature for Women Students. Apply to Mrs. Burch, 20 Museum Road, Oxford.
- PARIS.—July 1–31. French. (Second Course, August 1–31.) Apply to Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle 45, Paris.
- PARIS.—Easter and Christmas Holidays. French. Apply to W. G. Lipscomb, Esq., County High School, Isleworth.
- PENARTH.—During August. Sloyd. Under direction of Glamorgan-shire County Council. Apply to Mr. W. Hogg, Technical Instruction Committee, Glamorgan, or to Mr. Cooke (see under Naäs).
- SANTANDER (North Coast of Spain).—About August 5–25. Spanish. Apply to General Secretary, Teachers' Guild, 74 Gower Street, W.C.
- TOURS.—August 1–22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, W.C.
- VILLERVILLE-SUR-MER, TROUVILLE.—August 5–26. French, preparation for exams., "Alliance Française." Apply Prof. L. Bascan, 49 Rue Caponière, Caen.

* * Corrections and additions to this list are invited.

Programmes of most of these courses can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, S.W., where a Table of Foreign Modern Language Holiday Courses, prepared by the Special Inquiries Branch of the Board of Education, can be obtained.

Information as to lodgings for students at Honfleur, Tours, and Santander (Teachers' Guild Courses) will be found in the Handbook, ready at the beginning of May, 6½d., post free, from the Teachers' Guild, 74 Gower Street, London, W.C.

A list of addresses in several other Holiday Course centres, will be found in "Holiday Resorts," 1s. 1d., post free from same address.

The advertisement columns of *The Journal of Education* ("Continental Schools and Pensions") may also be consulted with advantage.

BOOKS OF THE MONTH.

Classical.

- Lessons from Greek Pottery. By J. Homer Huddilston. With Illustrations. Macmillan, 5s. net.
- "Blackie's Illustrated Latin Series."—The Phormio of Terence. Edited by W. Cecil Laming. 4s. 6d.
- Latin Passages for Translation. By M. Alford. Macmillan, 3s.
- Homeri Opera. 2 Vols. Edited by D. B. Munro and T. W. Allen. Clarendon Press, 2s. 6d. paper, 3s. cloth, each vol.
- Plato, Euthyphro and Menexenus. Edited by T. R. Mills. W. B. Clive.

English.

- What is Shakespeare? An Introduction to the Great Plays. By L. A. Sherman. Macmillan, 6s. net.
- "Methuen's Little Library."—Elia and the Last Essays of Elia. Edited by E. V. Lucas. 1s. 6d. net.
- A Text Book of Applied English Grammar. By E. H. Lewis. Macmillan, 2s.
- Lectures and Essays. By T. H. Huxley. Popular Edition. Macmillan, 6d.
- "Blackwoods' English Classics."—Milton, Samson Agonistes. Edited by E. H. Blakeney. 2s. 6d.
- "Blackwoods' Modern English Writers."—Thomas Henry Huxley. By Edward Clodd. 2s. 6d.

Fiction.

- The Girl from St. Agneta's. By J. H. Voxall. Ralph, Holland, & Co., 3s. 6d.
- Lost Property. By W. Pett Ridge. Methuen, 6s.
- The Dark o' the Morn. By S. R. Crockett. Macmillan, 6s.
- Michael Ferrier. By E. F. Poynter. Macmillan, 6s.
- A Heart of Flame. By C. F. Embree. Methuen, 6s.

Geography.

- The International Student's Atlas of Modern Geography. Newnes, 6s. net.
- "Blackie's Illustrated Continental Readers."—Asia. 1s. 6d.

History.

- Companion to English History (Middle Ages). Edited by F. P. Barnard. Clarendon Press, 8s. 6d. net.
- History of Scotland. Vol. II. By P. Hume Brown. Pitt Press, 6s.
- The Fight with France for America. By A. G. Bradley. Second Edition revised. Constable, 6s.

Miscellaneous.

- Games with Aims. Words by Naomi Bent. Music by Bessie Watson. A. Brown & Son, 2s. 6d.
- Health, Speech, and Song: a Practical Guide to Voice Production. By Jutta Bell-Ranske. Sonnenschein, 4s. 6d. net.

- The Story of Euclid. By W. B. Frankland. Newnes, 1s.
- Object Lessons for Rural Schools: Senior Classes. By Vincent T. Murché. Macmillan, 2s. 6d.
- Advanced Perspective. By L. R. Crosskey and James Thaw. Blackie, 4s. 6d.
- Relfe Brothers' Advanced Dictation Sentences and Spelling. 8d.

Modern Languages.

- Chr. Fr. Grieb's Dictionary. Vol. I. English-German. Tenth Edition. Revised by A. Schröer. Frowde, 14s.
- El Pájaro verde. By Juan Valera. Edited by G. G. Brownell. Ginn, 2s.
- Amigos y Auxiliares del Hombre. By S. J. Eddy. Ginn, 3s.
- Spanish and English Conversation: First Book. By A. E. Pinney. Ginn, 3s.
- Storm's Immensee. Edited, with Notes and Vocabulary, by R. A. v. Minckwitz and A. C. Walder. Ginn, 2s.
- A. Dumas' Napoléon. Adapted and Edited by W. W. Vaughan. Macmillan, 2s. Word and Phrase Book to same, 6d.
- Hindustani Self-Taught. By C. A. Thimm. Marlborough, 2s.; or in cloth, 2s. 6d.

Pedagogy.

- Pastor Agnorum: a Schoolmaster's Afterthoughts. By J. H. Skrine. Longmans, 5s. net.
- From Cradle to School. By Mrs. Ada S. Ballin. Constable, 3s. 6d.
- Thoughts on Education: Speeches and Sermons. By the Rt. Rev. Mandell Creighton. Longmans, 5s. net.
- Outlines of Metaphysics. By John S. Mackenzie. Macmillan, 4s. 6d.

Science.

- Elements of Physical Chemistry. By Harry S. Jones. Macmillan, 17s. net.
- Text-Book of Magnetism and Electricity. By R. W. Stewart. Vol. IV. of Tutorial Physics. University Tutorial Press, 3s. 6d.
- Comparative Anatomy of Animals. By Gilbert C. Bourne. Bell, 4s. 6d.
- Elementary Electricity and Magnetism. By D. C. and J. P. Jackson. Macmillan, 7s. 6d.
- Laboratory Manual of Physics. By H. Crew and R. R. Tatnell. Macmillan, 5s.

THE NEW ROMANCE: A FORECAST.

Who holds by Thee hath Heaven in fee
To gild his dross thereby,
And knowledge sure that he endure
A child until he die.

Kipling, "To the True Romance."

UNDOUBTEDLY the child has the clearest vision of the True Romance, because his gaze is from the height that is still illumined by the dawn of life; he looks across to the distant peaks of splendour, and sees not the valley beneath, which lies between himself and them, into the mists and shadows of which he must descend by-and-by, and out of which even the most piercing sight can catch only blurred outlines of the far-off City of God.

It is not merely a conventional ending, but a vivid prophecy, when the child rounds off every story of the only world which he knows—and does he know it by ἀνάμνησις of immortality, or, as Mr. Andrew Lang has somewhere suggested, by some second sight, that fades as childhood passes away?—with the refrain of True Romance, "and they all lived happily ever afterwards." Is not the child repeating to us in his own language that there is a state of being where "there shall be no more pain"?

Yet we older folk, with our eyes bent on our tasks in the valley, smile at this sunny ignorance of the hard facts of what we call "experience." Are we so certain to be right? It is the child—and he whose heart has become as that of a little child—who alone shall enter the kingdom of Heaven. Does not, perhaps, the child-mind see that kingdom afar off, and in his romance reach out his hands towards it, unwitting of the great truth which it is given him to see, ere yet he leaves the hill top, given him for the purpose that he may never lose sight of it, so he hold by God's grace, until he has trodden the last step of that dark road, and emerges into the light of the City whereof it is written that "there shall be no night there."

It is a question not to be answered rashly: "What destroys, or, at least, blunts, in so many the instinct of romance?" It is certainly not toil, nor yet suffering. McAndrews knew more of it than the "Viscount loon" who asked:

Mister McAndrews, don't you think steam spoils romance at sea?

And yet it is a fact that one corner, at least, of the
Sounding labour-house vast
Of being

has remained practically unknown to the seekers of romance.

Here lies a literary subterranean spring, waiting for the true rhabdomancer, who shall come along one day, and, with his divining hazel or willow, shall charm from the depths that lie below the dry and trodden surface a well of clear-springing romance.

The existence of such a supply has been announced, and that officially. Schoolmasters have known of it, probably for generations; but, for no very clear reason, no one has yet thought of trying such ground. At length the truth has filtered through and trickled out in a few sentences of a Blue-book on Education! Romance in a report "presented to both Houses of Parliament"! It is a fact, for all that.

In Fetter Lane has bubbled forth a clear stream of poetry, sparkling out amongst the piled-up masses of facts and statistics, so apparently barren of romance to those "first-class passengers" of McAndrews, who

like it very well
Printed and bound in little books,

that the writer of a leading article in the *Times* concerning this said Blue-book could not wholly repress a tone of disdain for—in fact almost an anxiety to show his ignorance of—such a subject as Preparatory Schools. Yet here stands the statement of one who knows:

They are as a class . . . possessed in a large degree of the spirit of enterprise, even in some cases to the point of extreme rashness. . . . They are not only enterprising, but their enterprises generally succeed. And yet the risk is often a serious one. . . . They are persistent, resourceful, undismayed.

Here are the elements of romance. Here we catch a glimpse of some heart of man, daring, enduring, hoping, suffering, struggling, and reaching out hands of faith, when hope has grown dim in a storm cloud, emerging at length purified, strong, and serene, having learnt to gauge the things temporal at their passing value. Let him who reads run—and find out more:

For to make plain that man's disdain
Is but new Beauty's birth.

"They" are simply head masters of private schools.

No one has dreamed of romance being found among these or their surroundings. Why not? Simply because the schoolmaster—be he head master or, as the leader writer of the *Times* conceived to be still the correct phraseology, "usher"—has for long been a stock conventional puppet in literature.

Convention has tied up and choked a great many things in literature. The persecuted hero's cat or dog is a favourite "property" for the purpose either of making pathetic "business" or of relieving the agony of some situation with by-play. The clergyman, the bishop, the lawyer, the member of Parliament, the doctor, the schoolmaster—one fixed type of each, (with few variations)—is kept in the studio and is copied and recopied faithfully, with but little change, except of name, until we can almost tell precisely what part he will play when any one or other of these walks on to the scene. The clergyman will be a milk-sop, occasionally a rascal (this is preferred by the "powerful" style of writer), the bishop a time-server, the lawyer a scoundrel, the M.P. an ass, the doctor a wind-bag (more or less jocose), the schoolmaster a pantaloons. We readers in search of True Romance are tired of these lay-figures—their joints are wooden, and no ventriloquizing can cheat us into forgetting that they are not flesh and blood. They are sadly flat after the one undying puppet-show of the old world—Punch and Judy. Somehow there is more exhilaration to be obtained by a tired mind out of that extravaganza (be its origin Chinese, Aryan, or miracle play) than out of six months' accumulation of six-shilling novels.

And the writers who search for the True Romance are tired, too. The result is that many who have sought to avoid the entanglements of conventionalism have floundered into puddles and ditches which had best been avoided, and now they stretch forth for our acceptance that which they have found in the mud, and, behold! it is very muddy. If we say that we desire not the Romance of Mud, they reply, hurt and indignant: "But this is realism—it is showing you Things as They Are."

It is not the object of this article to discuss realism or

idealism; but there can be no harm—in fact, no possibility of contradiction—in making the statement that we (viz., the seekers of the True Romance) do not believe that the muck-rake is the only, or the best, implement for showing Things as They Are. The prophet says otherwise. He tells us to draw from real saints—Magdalene, Peter, and Paul; but only "when earth's last picture is painted," and when we have rested for an æon or two, and when a few other conditions have been fulfilled, each finder of the True Romance

Shall draw the Thing as he sees It for the God of Things as They Are.

Meanwhile there are a good many pictures yet to be painted, and there are myriads of things still waiting to be drawn as they are (whether Things be written with capital letters or not), and among these is the schoolmaster. Mr. Cotterill has torn off from his sketch-book what an impressionist painter would call "a note," and it has fluttered to earth and has been caught between the pages of the Blue-book. Who will seize upon that "note" and shape its adumbration into strong lines and cause flesh to come upon the bones and breathe into it, so that it becomes that which man originally was—a living soul? What would all romance have been if man had been kept out of it? One reason alone makes, and for ever will make, romance, and that is that man is a living soul that hopes and fears and sorrows and rejoices, that struggles and dares, that endures and agonizes. Man alone can fight against fate and can mock defeat,

Knowing himself immortal till his work be done.

What does the setting of the picture matter, therefore, or the "incidents" among which you find man in the endless romance of life? All life is made up of "incident"; but only he who sees the True Romance can draw the romance of life's incidents in any and every setting. In tales of thrilling adventure the incidents thrill us only because of the feelings aroused by them in the actors, whereby the electric current is communicated to ourselves, and we (psychologically) "syntonize."

If tempting fate in some hare-brained enterprise, and then fighting against fate until victory is declared for the hero, has constituted the pith of romances hitherto, then surely a New Romance may be written, in which the hero shall be an English gentleman who is "enterprising even to the extreme of rashness." Here will be found as abundant a field for thrilling situations as any voyage, expedition, or *imbroglio* in the politics of some obscure or imaginary State.

This New Romance will not need adventitious aids to make it exciting, such as burglaries, fires, or gruesome accidents. The outwardly smooth surface of a schoolmaster's life is seldom broken by a *cali ruina*—at least, not oftener than the lives of other men in this country; yet beneath that quiet exterior, which others think so humdrum, runs a deep and strong river of feeling, which has its fountain-head far away in unseen hills, and is scarcely more than rippled by the little runnels which trickle into it from the surface-drainage of the petty things of every day.

But the depth of the pathos in a humdrum life is often revealed by the contrast created by its very contact with petty things. This fact has been seen and put to artistic use in other pictures of life. It has passed unsuspected in the schoolmaster's. All are familiar with the dramatic effect in the story of the clown making the theatre roar with his foolery, and then going home from the lights and laughter, broken-hearted, to his dying wife. That is a strong picture, and its appeal is direct. Is the appeal less direct in the case of the schoolmaster, who goes on steadily and with serene exterior in his daily routine, teaching, directing games, and even inventing new pastimes, among all the racket of a wet afternoon spent in the play-room, his inward eye fixed, all the while, sternly on some tragedy going on in his own life? Yet his work seems to outsiders so petty, so devoid of all possible romance; its routine is conventionally supposed to become gradually substituted in his very veins for his original heart's blood; probably the petty details of this work would, in very deed, sooner or later dry up the channels of his mind, and would dwarf his interests, if he really lived and felt in nothing else and for nothing else. But, if Romance has come and taken up in her fingers the fibres of his heart, and has bound them tenderly, yet strongly, round some "incident" of life, and so long as those fibres wither not nor shrivel back upon self, the man is in touch with the heart of Life itself, and its pulse sends returning throbs into his own heart and keeps his blood warm

and tingling with consciousness of the True Romance. According to Carlyle's interpretation of Jean Paul Richter, the universe is permeated with humour. And our new prophet (whenever he shall arise) who "takes up the harp of life and smites on all its chords with might" to draw forth the romance of the schoolmaster, must, if he be a prophet indeed, strike first the oldest theme of all—human nature. And even though that theme, as it wanders through infinite variety of treatment, must ever and anon awaken tears, yet those who listen to the overtones, as they ring in harmonies to each note that is struck, will hear the clear laughter that dwells in those higher vibrations above the sad lower notes of this life.

The humour of a schoolmaster's life does not lie in absurd scenes or undignified situations, such as charlatans invariably describe, endeavouring to provoke laughter by methods suited to pantomime, but foreign to true art and devoid of the pathos which lies ever close alongside, like the shadows in a sunlit scene. The humour is found in his constant contact with the endless "incidents" and "accidents" of human nature. Boy nature is but human nature writ in round-hand text. And this same nature, which he reads so plainly in his boys, he reads again, writ in other types, among his staff and even among the very units of his household, from matron down to bootboy. He perceives the reiteration at first, perhaps, with surprise, but soon with the secret amusement—not unmixed with instruction—of one who has chanced to hear the same story repeated with varying detail, and differing effect, by rival *raconteurs*, each successive one being unconscious that a predecessor has already told the same tale to the same hearer. Any one who has read Mr. Henry Newbolt's discerning and high-minded article, "The Pyramid of Studies," in the June number of the *Monthly Review*, can see that the schoolmaster and his vocation are gradually coming out into a clearer light.

Through the chatter and babel of those who hold that life is buying and selling, who regard education as an asset in the money-market, is beginning to rise a purer voice that is reaching to men's hearts. It seems that the day is approaching when men will listen to the true prophets who teach that education is not confined to the years of the *status pupillaris*, but is commensurate with the life here; that those uses and results of education which fit a man for his position and work in life are only (to use Mr. Newbolt's phrase), a "by-product of his full spiritual activity"; that the schoolmaster is a true schoolmaster only in so far as he recognizes this, and, like Greatheart of old, shares with those whom his task is to guide the romance of the road which leadeth through "the wilderness of this world" unto the kingdom of Heaven.

J. W. RUNDALL.

TEACHERS' GUILD NOTES.

THE Annual General Meeting of the Guild for 1902 will be held on Saturday, May 31. Several reasons have led the Council to think that it will be well to alter the character of the meeting, and to make an effort to give it more practical value in connexion with the organization and development of the Guild. To this end arrangements will be made for a full discussion of the draft of the Annual Report, the Chairman of Council and the Chairmen of Committees taking a leading part. There will be a morning and an afternoon sitting. In the former the discussions will deal with the internal government of the Guild, and with its external policy, excepting the question of Local Authorities for Education. In the latter the President for 1902-3 will give his address, and a discussion on the Local Authorities question will be held. A central place of meeting, where luncheon will be served after the morning sitting, will be chosen. The name of the President and the place of meeting will be given on the notice convening the meeting, which will be sent out before the middle of May. It has been decided that the Central Guild and all the Branches in the United Kingdom shall be specially urged to send representatives to the meeting, so that it may be made the means of expressing the views and wishes of the Guild as a whole.

THE Council of the Guild are taking up the matter of the right order and relation of subjects in secondary schools, with a view to discover whether agreement can be obtained on these points. As a first step, to be followed, it is hoped, by a wider

and more thorough consideration, they are sending round to the Central Guild and the Branches certain questions, and are inviting them, first, to consider them in their Councils, then, to discuss the results of the deliberations of their Councils in meetings of members and others, and to report to the Council of the Guild, not later than the end of January, 1903.

The following are the questions for each school:—

1. What subjects should come under the heads (a) Languages, (b) Literature and History, (c) Mathematics, (d) Science, (e) Other Subjects, including Handwork, Drawing, Music, Physical Education, and Military Drill?

2. In what period should each subject be begun and how long continued? (Periods: 8-10, 10-13, 13-15, 15-17, 17-19.)

3. How much time should be given to each subject in each period? (Whole time for week 30 hours, in and out of school.)

4. Which subjects should be compulsory for all, and which optional or alternative, and in what period or periods?

5. How should the subjects chosen for each period be related to one another?

N.B.—The schools referred to are—Boys': (a) preparatory schools, age 8-13; (b) public schools, age 13-19; (c) middle and grammar schools, age 8-16. Girls': (a) high schools, age 8-18; (b) middle schools, age 8-16.

A letter has been sent to the Education Section of the British Association inviting it to take up the subject of Curriculum for discussion at its meeting in Belfast next autumn, and offering the co-operation of the Guild.

TEACHERS who are interested in this vital subject—i.e., all thoughtful teachers—should study the American "Report of the Committee of Ten on Secondary School Studies," published in 1893 at the Government Printing Office, Washington. This is generally acknowledged to be the most important educational document ever published in the United States. Copies of it are in the Teachers' Guild Library. The Committee carried out its work in a very thorough way by appointing nine sub-Conferences of Ten to deal with the separate branches of their work, viz., Latin; Greek; English; other modern languages; mathematics; physics, chemistry, and astronomy; natural history; history, civil government, and political economy; and geography (in its broadest sense). As the Committee was appointed in July, 1892, and reported in 1893, its work, though thorough, was quickly done. A representative English Committee ought to be able to report in eighteen months from its appointment, especially if it be helped by associations of teachers, and with opinions and facts collected among their constituents.

THE Guild will be glad that the predictions of the press with regard to the prospects of the introduction of an Education Bill this Session have been falsified; and especially glad that its scope is such as to include in one measure both primary and secondary education.

COLONIAL AND FOREIGN NOTES.

FRANCE.

The scheme (of which an outline appeared in our March number) for the reform of secondary education was approved by the French Chamber, with a few slight modifications, none of these affecting our summary. The debate preceding the final vote was marked by a distinction and an elevation for which panting Westminster would toil in vain. If we were asked to account for the superiority of the French display on such occasions, we should refer it to the fact that the Deputies are content to deal with general principles, and to leave details to those whose business it is to understand them. Most educated Frenchmen can talk prettily of the debt of their nation to Rome and Athens; few would attempt to specify the exact scholastic coins with which the debt is to be paid. Your eloquence gains by this reserve, and you leave the difficulties on the proper shoulders. The shoulders, in this case, are those of schoolmasters; and we do not altogether envy them their responsibility. Under the scheme, the conflicting claims of the classical and the modern are reconciled, it will be remembered, by means of a number of options offered to pupils or their parents. But a *plan d'études* is not a time-table, and every such option is an embarrassment in the practical working of a school. Let us suppose, for example, a head master confronted by four boys, fifteen years old, one requiring, for the second cycle, Latin with Greek, another Latin with modern languages, a third Latin and science, and a fourth languages and science, without Latin. The problem of meeting their

wants would tax the resources of a small school heavily, or, indeed, be quite insoluble. To work the system in England we should have to specialize small schools, or to combine them—either of which plans would meet with objections. On one point of the French scheme there will probably be a general agreement of opinion among our readers. The old modern course, for which its advocates demanded equality of right with the classical, lasted six years. The French Minister has set aside their contentions, insisting that the modern course (languages and science) shall be a seven years' course, and not less difficult than the classical; it is only on these terms that it is admitted to parity of privilege. A modern side fails, as English teachers have good reason to know, wherever it is allowed to become the asylum of the sloth and the dullard.

An effect which may or may not have been contemplated by the framers of the reform is to threaten the study of Greek with extinction. Classical boys—that is, boys who take Latin—will have permission, as we have seen, to choose as their second principal subject in the second cycle Greek, modern languages, or science. How many will select the first of these when there is no premium upon it? How many boys in an English school would read Greek if it were not needed for scholarships or entrance to the University? The words of M. Leygues on the subject are curious, almost mystic:—"Greek has not been sacrificed. Greek addresses only an *élite*: the study of it is not to be imposed as a forced labour. Otherwise you arrive at a result opposed to that which you seek to attain; you load your classical forms with a dead weight which oppresses them. You are powerless to raise moderately good pupils to the level of the best, and you are obliged to sink the best to the level of the worst." It is difficult to keep boys together in mechanics; but we do not, on that account, reserve the subject for an *élite*. If Greek has not been sacrificed, we fear that it will have to struggle hard for existence amid its lively competitors. We pass, however, from comment on the scheme to a few notes on a memorable discussion—a discussion rich in lights on French social life, as well as in ideas suggestive to pedagogues.

M. Couyba held that secondary education should be, as far as possible, gratuitous; that at the end of the first cycle an examination should be held before a jury to eliminate those unfit to proceed to the second; and that rejected candidates should not be allowed to pursue, at private institutions, the studies for which the examiners had pronounced them unqualified. His desire, it will be observed, was to place before higher study a barrier that only industry, not wealth, could surmount.

M. Modeste Leroy urged that, without diminishing the number of *bourses d'enseignement supérieur*, a different use should be made of them. "We must take care," he said, "not to draw too many young people into the liberal professions at the risk of their becoming *déclassés*; let us, rather, direct the education of our children into paths where knowledge and practical science will bear profit for the individual and the nation—into the walks of agriculture, commerce, industry, and colonization." This is, in substance, a proposal to grant scholarships to those who are not proceeding to the *baccalauréat*, but follow the short (two years') course, in which sciences are pursued with a view to their application.

M. Levraud pleaded with warmth the cause of the humanities. "There will always be a difference," he said, "in point of general culture between a pupil who has studied Greek and Latin and one who has not; and that for many reasons, of which the first is that Latin is the basis of our own language." M. Ribot earned frequent applause by a brilliant defence of the scheme, of which he, as President of the Commission, was one of the sponsors; but the burden of repelling attack and silencing doubt fell naturally on the Minister of Instruction, M. Georges Leygues. He contended that, whilst giving due weight to science and languages, they were strengthening the classical studies of which France was the ancient home, and to which she owed the qualities that assured her moral influence in the world. She was the bearer of Latin civilization—a civilization dominant on the Mediterranean, that beautiful lake of light, powerful in the young republics of South America, and welcomed even among the practical inhabitants of the United States as a supreme guide to truth and beauty. Was she to abdicate her position before that other civilization, great also, which strove with her for the sovereignty of the intellect, the civilization of the Anglo-Saxon and German race? As to free secondary education, the ideal of a well organized society was not to give the same instruction to all, but to open a way to the highest studies for the brighter minds even in the poorest classes of citizens. For this object there were, and there ought to be more, *bourses* at the service of the children of peasants and workmen. A proof of the opportunities already afforded was the fact that of the *boursiers* now in *lycées* and *collèges* 71 per cent. came from primary schools. On the function of the University in modern life M. Leygues spoke as follows:—

"The struggle among nations for existence is too severe, the competition that we have to meet from our rivals is too keen, to permit the University to stand aloof. In a country like France, where the professional population represents 48 per cent. of the whole, where the commercial capital engaged in agriculture and industry exceeds two hundred milliards of francs, the University cannot content

itself with preparing the young men entrusted to it for liberal careers; it must also prepare them for active life, for action. We have already brought our Universities into contact with the general life; they have come down from the Olympian regions in which they had too long moved. They lend their aid to industry, commerce, and agriculture. Who can complain? We have established a school of tanning at the University of Lyon, a school of brewing at the University of Nancy, laboratories for chemistry as applied to dyeing, laboratories for oenology. The University has not lost rank owing to these steps. It still cultivates pure science, but it cultivates practical science in addition, and it extends its field of action instead of diminishing it. It becomes a force more active and more rich in results."

The passage that we have just translated is instructive as to the present tendencies of education in France, and it furnishes us with an illustration that will bring out the significance of the changes now introduced. *A boy, if he chooses, may get through the lycée without either Latin or Greek and go to the University to learn brewing.* What the effects of the change will be on the future of France it is rather for time to show than for us to conjecture. Nevertheless, in spite of the asseverations of M. Leygues, we may entertain and express the opinion that the scheme will be found, for good or evil, to have wounded Latin, and, as we have already intimated, to have killed Greek. At least in England the classical languages have held their ground because they have been the gateways to learning, emoluments, and honour. We do not here discuss whether it would be wise or not to open other and equally wide portals beside them; we are only considering the scantiness of the band that, if we did so, would pass along the ancient roads. When a study is divested of its prerogatives and "reserved for an *élite*," it is in a parlous state, since, in general, it is the prerogatives that make men wish to be of the chosen few. However, as we have said, the issue is for the future to determine. Meanwhile our French colleagues are congratulating themselves on having obtained "that variety of culture which is the very essence and charm of modern society."

UNITED STATES.

The position of women teachers in the United States presents anomalies upon which comment is being made. First of all, the salaries paid to them are inadequate. The remuneration is, perhaps, highest in Massachusetts; and yet in that State, if we exclude Boston and five other large towns, the salary averages less than 175 dols. a day for the year. At least one-third of the teachers receive only about 1 dol. a day. To compare the value set on the work of other women: a nurse, the *American Journal of Education*—our authority for the facts—tells us, gets 3 dols. a day and board; a dressmaker, the same; and the woman who scrubs floors or washes linen, 15 dols. Social recognition even in America is generally proportionate to the means that one has of maintaining social station; and social recognition is indispensable to the woman. Whilst salary is thus grudged to her, no substantial pension fund affords a guarantee against the evils of age and weakness. Moreover, a bitter injustice is inflicted on her as regards the division of labour. In the elementary schools of cities and large towns more than 95 per cent. of the teaching is done by women; whereas more than 95 per cent. of the administration and leadership is in the hands of men. On School Boards, in the department of supervision, when a plan of study has to be drawn up or books selected, an association to be managed, or teachers appointed, the influence of men is supreme. If boys need the inspiration of the masculine mind, they should have it; if, on the other hand, women are capable of inspiring, they are fit to govern also.

In connexion with the service that women are rendering to education in America, we note with satisfaction their increasing willingness to get for themselves the highest possible education and then to offer the fruits of it to the pupils of primary schools. The subject is happily touched by a contributor to the *Forum*, who writes as follows: "The disposition of graduates of our colleges and best normal schools to accept positions in the elementary schools shows that the new teacher is coming to match the new courses of study. Let no one fear that in such work her highest education will be thrown away. There is nothing in the way of either learning or character gained by the Smith or Wellesley *alumne* from their college course which cannot be made available in substance for the teaching of the enriched curriculum of our elementary schools. If the graduate cannot put the breadth of view and clearness of insight gained by her college course into teaching children of eight or ten, the reason is not that she has learned so much, but that she loves children so little. All the true teacher is and knows comes out in the lucidity of each lesson that her learning illuminates and her logic clarifies. Happy the children who begin their education under the inspiration of one who lures them over the rough beginnings by incentives drawn from her own large acquaintance with the richer fields beyond!"

Among the various branches of manual work basket-making has obtained a firm hold in many American schools. The tools are few and inexpensive; and the material is fairly cheap and easily handled.

The work has been found to possess true educative qualities, beside yielding a product that commands a ready sale.

CANADA.

Of considerable interest is Part I. of the Education Department's Report for the Province of Ontario, which has just been issued. In his general remarks the Minister (Hon. Richard Harcourt) notes an increased attention on the part of the public to educational matters. Many suggestions for amendments to the regulations have been received, and he hopes before long to present some modifications which he deems it desirable to make. "It is just possible," he says, "that in Ontario decentralization in some directions would be an advantage." The success of the travelling libraries, introduced last year, is noted, and opinions quoted to show the benefit of circulating good books among the children of the public schools. The advantages of continuation classes in localities not served by high schools are also being reaped in many sections. The high schools have made substantial progress, and the increase in efficiency has been gratifying in the last few years.

The statistical portion of the Report relates to 1900. It shows a decrease in attendance at both the public and high schools as compared with 1899. The number of elementary schools is as follows:—Public schools, 5,655—an increase of 1; Roman Catholic separate schools, 355—an increase of 3; Protestant separate schools, 7; kindergartens, 120; night schools, 12. There was expended for public-school houses (sites and buildings), 359,138 dols.; for public-school teachers' salaries, 2,809,246 dols.; for all other purposes, 1,060,148 dols.; total expended on public schools, 4,228,532 dols.—an increase of 208,484 dols. There were in the Province 580,105 persons between five and twenty-one years of age—a decrease of 6,245. There were 420,097 persons of all ages registered in the public schools—a decrease of 9,130; while the average attendance was 237,306—a decrease of 6,019. The average attendance in the Roman Catholic separate schools was 25,875—an increase of 108; and in Protestant separate schools 238—a decrease of 8. The number attending kindergartens was 11,234, but the average attendance was but 4,639.

In connexion with secondary education, Mr. Harcourt says: "The demand for free high schools is increasing. In my report of last year I drew attention to the liberality shown by the Americans in having their high schools (at least in the Northern States) all free. It may be doubted whether we can hold our own in the industrial world if equal liberality is not shown by our citizens. The conditions in this Province, educationally considered, are about the same as in the United States; and it is doubtful if it is wise in any part of the Province to adhere to the policy of requiring fees for admission to our high schools. The plan of exacting fees is scarcely in harmony with modern views of education, and is certainly not in keeping with the democratic tendencies of our times. . . . It is satisfactory to notice that High-School Boards in some places in Ontario are abolishing fees for pupils of the first form. Probably a step of this kind will soon lead to similar action regarding the pupils in other forms. In any case it is a matter that may be safely left to the localities concerned; but it is well for the Province generally to recognize the trend of events in connexion with this question." Mr. Harcourt concludes by noting the increased interest in domestic science, in Nature study, in agriculture, and in the formation of high-school cadet corps.

There were employed as teachers in the public schools 8,666 persons, of whom 2,539 were men and 6,127 women—a decrease of 73 men and an increase of 170 women. The number of teachers who had attended a normal school was 4,135—an increase of 330. The average annual salary of male teachers was 404 dols.—an increase of 10 dols.; and of female teachers 298 dols.—an increase of 4 dols. There were 131 high schools and collegiate institutes, with 573 teachers—an increase of 5; 21,723 pupils—a decrease of 737; with 529,245 dols. expended for teachers' salaries, 32,400 dols. expended on high-school houses, 156,056 dols. for other purposes—a total of 718,601 dols.

"It is also worthy of notice," the Report says, "that the number of pupils receiving instruction in temperance and hygiene has increased from 33,926 in 1882 to 190,229 in 1900. Having regard to the great importance of the knowledge of physiology and the injurious effects of alcoholic stimulants on the human system, provision was made by the statute in 1886 for placing this subject on the course of study for public schools. Instruction was also provided under departmental regulation for teachers in training at county model schools and normal schools, to be followed by an examination as an essential prerequisite to their final recognition as duly qualified teachers. In 1893 this subject was made compulsory for entrance to high schools and collegiate institutes; so that no pupil who pursues his study as far as the fifth form can fail to be reasonably well acquainted with the conditions on which his health and physical vigour depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

"Owing to the organization of continuation classes in the public schools," the Report adds, "there has not been much increase of late years in the establishment of additional high schools. In 1867 only 1,283 pupils, or 23 per cent. of the whole number, studied commercial

subjects, such as book-keeping. In 1900 this subject was taken up by 9,712 pupils, or 45 per cent. of the total attendance. In 1867 5,171 pupils, or 90 per cent., studied Latin. In 1900 the number taking Latin was 18,073, or about 83 per cent. In 1867 15 per cent. studied Greek, while in 1900 only 4 per cent. were engaged in studying this subject. In 1867 38 per cent. of pupils studied French, and none studied German. In 1900 the number taking French had increased to 58 per cent., while 18 per cent. were engaged in studying German. The greater attention given to drawing is also a marked feature of the classification.

"When high schools were first established in the Province their primary object was to prepare pupils for the learned professions, and especially for the University. Although their original purpose has not been ignored, the course of study has been enlarged so as to meet the aims of pupils who intend to follow the ordinary pursuits of life. It is in the high schools that most students who desire to become public-school teachers receive their non-professional training. This is a valuable function of those institutions, and one that has done much to commend them to the general public. Many young men, also, who intend to follow mechanical pursuits, or prepare themselves for following scientific agriculture, take advantage of the high schools. The superior culture which is thus received proves a valuable investment. In 1872 the number of high-school pupils entering mercantile life was 486. In 1900 the number had increased to 1,331. In 1872 300 pupils left the high schools for agricultural pursuits, and the number in 1900 had reached 757."

There are 432 public libraries in the Province, of which 380 reported for the year, compared with 371 in 1899; the membership being 147,208, compared with 129,713.

VICTORIA.

EDUCATIONAL REFORM IN VICTORIA.—THE UNIVERSITY TROUBLES.

The educational reform movement in the State of Victoria, Australia, has progressed wonderfully during the past two months (October and November, 1901). The Government has introduced two important measures into the local Legislature: one abolishing the system of payment of teachers by results, and the other completely reorganizing the Education Department and placing the whole State machinery—technical and elementary—under a responsible Director. The Bills have not yet become law, but there is every prospect of their doing so. They will practically work a revolution in the State, especially as they are to be accompanied by a re-classification of teachers, which improves the latter's financial position, and an improvement in training methods which will improve their technical efficiency.

The actual progress of the past two months, however, has not been so much in connexion with elementary education as with secondary and University teaching. The State Government is providing for the inspection of all secondary schools so as to ensure a minimum standard of efficiency; and it is refusing to assist the University of Melbourne out of its financial difficulties unless drastic reforms are introduced. Both actions are having important effects, though neither has reached finality.

Incompetent secondary-school managers are preparing to retire from pedagogy, and the University Council has applied itself to the task of setting its house in order with a vigour which is remarkable. A report has just been issued by a Special Committee, representative of the University management, which makes proposals for reform which will open the eyes of English dons. In the first place, the Committee proposes to admit women to all the benefits of the University equally with men, enabling them to obtain all degrees and sit on the governing body. Suggestions are made for lightening the fees of students at the University, and for drawing the University and the schools of mines scattered over Victoria into closer union. The position of the professors is carefully considered, and the absence of a pension fund lamented. When treating of the discipline to which professors should be subjected the Committee gets out of an awkward dilemma by declaring that it should be made part of the duty of the President of the Professorial Board to report to the Council, without delay, any case of misconduct or inefficiency which he, after inquiry, deems serious.

Not content with their scheme of reforms affecting the scholastic side of the University, the Special Committee and the Council have done something definite with respect to administration. A new Registrar, Mr. A. Sutherland, M.A., a man of wide attainments, has been appointed, and the finances of the University have been put on a business-like footing. The teaching of music at the University has also been the subject of administrative action, a new series of regulations governing the granting of degrees having been passed amid a chorus of approving comment. The change made in existing conditions is designed to enable musicians who have to gain their livelihood by teaching an instrument to obtain a musical degree to use as evidence of practical skill, without imposing on them quite so high a standard in the matter of composition and fugue writing as hitherto was the case. It is surprising to learn that only three "Mus. Bac.'s" of Melbourne

have been produced in the ten years since the Ormond Chair of Music was established.

Friends of educational reform in this State hope that all these outward and visible signs of renewed life in the University will be followed by a real revolution in the matter of matriculation examinations. They claim that "Matric." must be made what it always should be—the test for candidates seeking entrance to the University, not a sort of final goal for the secondary-school lads and girls. If, say those who are now pleading for reform, some test is desired for the work of the secondary schools, let a special examination be devised—do not degrade "Matric." for the purpose. The effect of regarding "Matric." as the end towards which every step in a middle-class boy's education should be directed is that Australian boys are crammed with arbitrarily selected facts or figures all, or nearly all, of which are disregarded or forgotten once the examination is over.

NEW ZEALAND.

The nineteenth Annual Conference of the New Zealand Educational Institute was held at New Plymouth on January 2 and following days. Much of the President's address, as well as a considerable part of the discussion that followed it, turned on questions affecting the social welfare of teachers in the colony. Proper for debate as such matters are, they are of local rather than of general interest. Of resolutions having a wider scope we observe that one urged on the Government the necessity of substituting the decimal system of coinage for the cumbersome one at present in use. Another affirmed the desirability of establishing a fund for the relief of aged and infirm teachers, and for the assistance of the orphan children of teachers. The suggestion that inspectors should be removed periodically from district to district found little support. A proposal that one style of writing should be adopted by all the schools in the colony was also lost; on the other hand, to our astonishment, we learn that the introduction of a uniform set of textbooks was approved. It is just against such fatal bondage that those protest who describe State control as the hand of death.

The Otago University Council has adopted a report recommending the New Zealand University Senate to amend the statutes so as to include the history, science, and art of teaching in the list of subjects for the B.A. degree, and to accept attendance at lectures thereon as a qualification for keeping terms. The Council hopes, moreover, that the Minister of Education will be requested to take such steps as he may think fit to provide for a more liberal course of training for

teachers, by means of efficient relationship between normal schools and University colleges on the lines laid down by the Royal Commission in its report to Parliament. Not only in New Zealand, but in many other parts of the world also, the cry is being raised for some sort of connexion between the University and the normal school; and, now that academies are opening their arms to the students of brewing, they can hardly exclude the primary teacher from all participation in their benefits.

Loyalty is now, not unnaturally, the dominant feeling in the public mind; hence it has been easy for Mr. Murray, Head Master of Kirikiri School, Auckland district, to gain the honours of martyrdom. Early last year the Auckland Board of Education issued a circular instructing its teachers to hoist the flag on the school flagstaffs upon the anniversaries of certain memorable events, such as the signing of Magna Charta, the first landing of Captain Cook in New Zealand, and the birth of Queen Victoria. The Kirikiri School Committee bettered the instruction, and bade the Head Master "teach the children to salute the flag of their country once a week." He refused, and was dismissed. Had he pleaded conscience, we might have mourned for him; since he only disputed the right of the Committee to prescribe what should be taught in his school, he appears as the victim of his own perverseness. In New Zealand opinion is divided as to the merits of the case. For ourselves, we feel that the higher patriotism consists in the faithful discharge of civic duty, not in the multiplying of obeisances before symbols. But, if, as pedagogues, we put the matter so, let none accuse us for that of disrespect to the British flag.

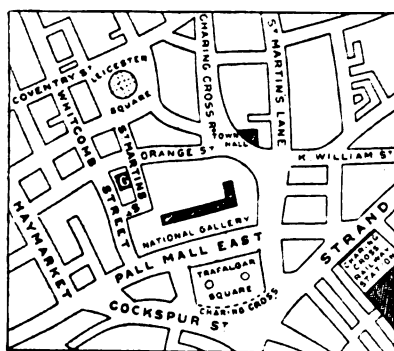
INDIA.

The education of women in India is one of the most imperative duties to which the Government of the country has to address itself, a duty, we need hardly add, to be approached with infinite tact and prudence. An item of news that we borrow from the *Indian Educational Review* will give an idea of the difficulties to be overcome. At Cawnpore a section of the Brahmins of the higher grades held their annual "Kankubj" Conference, and, though this is usually confined to purely caste questions, yet, curiously enough, this year the prominent subject discussed was the education of Brahmin girls. The sense of the meeting was that it was advisable to educate women, to teach them to read and write, and so forth, but always on the condition that their teachers should only be the father, brother, or the husband—no one else.

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OCCASIONAL NOTES.

AFTER reading all the criticisms on the Bill made by those entitled to speak on educational questions (for the fire and fury of the politico-religious zealot is not worth a moment's consideration), we are, of course, convinced that there are serious flaws in the Bill. But what every calm and dispassionate educationalist must ask himself is not: "Is this an ideal Bill?" but: "Is it the best we are likely to get from the present Government?" and: "Is there a reasonable expectation of the advent to power of any other Government willing and able to give us a better?" The answer to the first question must be: "Yes," and to the second: "No." We quite admit that the School Board party are entitled to say: "No Bill at all, now or ever." But this was not the conclusion of the Royal Commission a long seven years ago. Since then we have made no progress to set our educational house in order, unless the shuffling of cards at Whitehall and South Kensington is counted progress. The Local Authority for Secondary Education is given by the Bill. A Local Authority for all education is made possible and may be made imperative. The germ of popular control is contained everywhere in the Bill. Adequate funds for secondary education in all its branches are providable, if not provided. Here we have a foundation upon which further legislation can be built. It is these first steps on the road of educational progress which make us say, better the Bill even as it stands than that the question should be shelved once more. We greatly fear that the agitation set on foot from other than the educational point of view is likely to react on its authors by stiffening the back of the Government to persist in their half and halting measure.

BUT we must insist that what the Government intend to do they do quickly. An Autumn Session means that the Bill cannot possibly be brought into operation in any county larger than the Isle of Ely at any rate until April 1, 1904. Local finance makes it impossible for the machinery to start working except at the beginning of a financial year. But the machinery has to be set up. Even supposing Part III. is made compulsory, and every County Council has to take the initial steps immediately the Bill is passed, no time less than six months will enable them to erect the necessary new machinery. There is, first of all, the scheme for the new Committee to be drawn up and adopted, which is not the work of a day. Then the scheme must go to the Board—very likely to be sent back for amendment. This means three months, for County Councils only meet quarterly. Next there is the office to be staffed, for the new duties cannot be carried out by the aid of an organizing secretary and a junior clerk, which is the present staff in most counties. The Committee will then be called upon to choose its representatives upon many hundred voluntary schools and to select, after consultation, no doubt, with all its District and Parish Councils concerned, the managing bodies for the Board schools. An exhaustive investigation into the finances of all the schools in the county must follow, all of which things must be reported to a meeting of the County Council somewhere about March if a rate is to be raised by the Finance Committee for the coming year. Otherwise the first year of the operations under the new system will result in administrative chaos, and the whole thing will be discredited. Therefore, after the Budget, all the other Bills and the contentious penal clauses of Procedure must go by the board, and the Education Bill must be fought to a finish.

THE only serious indictment of the Bill, on educational grounds, comes from the Right Hon. A. H. D. Acland, who is, of course, well entitled—none better—to be heard on this subject. But, after all, to reverse Mr. Acland now and in 1892. Pope's phrase, his damning is so faint as to be almost praise. He makes two points. First, the secondary part of the Bill is "wholly inadequate." His reasons are that everything is voluntary, the rate in general only 2d., and there are no "sources of stimulus," *i.e.*, equivalent Treasury grant to rate-aid as in Wales. Mr. Acland has forgotten the "Secondary Education (England) Bill" of 1892, brought in by Mr. A. H. D. Acland, Sir H. Roscoe, and Mr. H. Hobhouse. These proposals to which he objects are taken almost *verbatim* from that Bill with one important exception. In 1892 he considered County Councils quite good enough without compulsion or central control to make "such provision for secondary education as they may think fit." They were not to act entirely through their Committees, but might reject the whole proposal and make no provision. The local taxation grant was not to be earmarked for education. No Treasury grant was to be provided to stimulate the Councils. The important difference was that Mr. Acland, who now objects to 2d. as the rate, then thought a limit of ½d. (in addition to the technical instruction 1d., of course) sufficient. Now much water has passed under London Bridge since 1892. Over a hundred new secondary schools have been built and equipped by the County Councils. Nearly all the existing country grammar schools have had their buildings put in order from the same source. South Kensington grants for day schools have enormously increased. Secondary education is at least better by a ½d. rate now; so how "wholly inadequate" must have been Mr. Acland's own proposals in 1892!

MR. ACLAND'S other point deals with the want of popular control involved in the one-third representation of the body which supplies the funds, leaving those who only supply the building in a large majority. He thinks, moreover, that this is inconsistent with the principles governing the education of the middle classes in our public schools. He must be singularly ignorant of the working of the Technical Instruction Act. That Act allowed the Local Authority a representation on the governing body of an aided school proportionate to the ratio of the aid supplied to the other funds. But this has practically never been insisted on by the County Councils. They preferred the offer of the Charity Commission to give them from about one-quarter to one-tenth representation for all time and for all purposes. With this safeguard only they gave, and give annually, large grants to secondary schools, not only those which teach the "Christian faith," as the schemes have it, but those belonging to all denominations. Now we can speak from inner knowledge of the working of this arrangement when we say that it has given the Councils absolutely the "whip hand." Voices with the power of the purse behind them count much more than a mere enumeration of heads. The one or two public representatives on the managing body of a voluntary school will be in exactly the same position. Upon their report of any malfeasance upon the part of, say, the vicar and churchwardens, the Local Authority will act. The result of this action, in case of contumacy, will result in the school being turned into a Board school. With all deference to Mr. Acland, we venture to say that this is as much public control as can be expected at present, and, at any rate, is a very long step in advance of that "one-man" management which so often makes the teacher's life a burden.

IT will no doubt have been observed that one *soi-disant* Government supporter voted against the first reading of the Bill. This was the inevitable Major Rasch, who voices the views of the extreme agricultural party. Their motto is: "More manure and less learning." Their object is to throw all the cost of education—if any education is to be allowed—upon the Imperial taxes, leaving local control in the hands of the small farmers, so that the labourers' children can be converted into "Chinese cheap labour." But, apart from this, there are grievous misconceptions going about as to the amount of rate which will be required in respect of Part III. of the Bill. A writer in the *Church Times* supposes that his rural parish will have a rate of 2s. 6d. This is sheer nonsense, and comes from ignorance of what a county rate means. On an average from two-thirds to five-sixths of the whole county now escape all education rates. Equalize the rates over the whole area, so that all must pay, and you can abolish the subscriptions and the maintenance Board rates alike at a small cost all round. The responsible authorities in three counties—Surrey, Worcestershire, and Northumberland—have already worked out the figures. In the first case, the rate will be under 4d., in the second just over 4d., and in the third (a poor county) about 5d. All over the country, outside the county boroughs, the maintenance of elementary education will average not more than a 5d. rate. As the agriculturist gets half his rates paid by the Treasury, he will escape with about 2½d. He ought to subscribe as much as this at present, but we doubt if he does not prefer to leave this duty to the squire and the parson. In the towns with School Boards the rates will no doubt remain much as they are at present, and the high figure often thus reached

is a strong reason for offering them separate elementary rating powers.

A PART of the Bill which has excited singularly little attention, but is of supreme value, is the very elaborate provision made for the combination into one Committee of the representatives of a county and its boroughs and urban districts. We do not suppose that many of these urban bodies will renounce their rights in favour of the county, nor do we think that, if this means the loss of an extra secondary rd., they should do so. But the Bill, as it stands, gives the urban bodies no voice in the expenditure of the Local Taxation Grant, or in that of the 2d. rate levied over their area by the County Councils. Thus, practically, the whole existing machinery of secondary and technical education is outside their cognizance and control. But the Bill provides that they can, if they like, join with the county in a Joint Committee for Part III., and, if it is agreed upon, this Joint Committee can deal with higher education also. It is obvious that the main intention of the Bill—viz., co-ordination—can best be carried out by one Committee, acting over the whole area and for all grades of education. If some such plan is not acted on, it is very doubtful whether the County Committee would be equitably justified in aiding continuation schools or giving elementary scholarships in the separate urban areas. One would much like to see all this question of the separation of smaller areas made the subject of a Board of Education inquiry, as provided in former Bills and agreed to between the Associations of County Councils and Municipal Corporations. But, in any case, voluntary co-operation ought to come in where legislative enactment fails.

THE will of the late Mr. Cecil Rhodes is a human document of exceptional interest. He who runs may read there the riddle of the "god in the car." But in these columns it is with the educational bequests that we are mainly concerned. A sum of between one and two millions is to be set aside for the maintenance of scholars at the University of Oxford. So far as this may prove an advantage to Oxford we are unfeignedly glad that one of the older Universities should have been singled out. Increasingly large sums of money are now being bequeathed and devoted to education, but in this Danae shower the older Universities have not had their share. It is surely, too, a striking fact that a man of affairs like Mr. Rhodes, a man who has played his part in the making and ruling of empires, should direct that the young men of the present and of succeeding generations, who are to carry on his ideas of Imperial responsibility, should spend three years at a University whose "authorities live secluded from the world, and are like children in commercial matters." Such a man could pay no higher compliment to his old University.

THE Rhodes scholars are to come from all parts of the English-speaking world, to the number of some two hundred. The effect upon Oxford life must be great. An American professor has said that sending students from the States to Oxford will be like putting new wine into old bottles. We grant the age of the bottles. But experience has proved that Oxford can, and does, expand its organization to meet the increasing demands of wider courses of study. Mr. Rhodes regrets that the Oxford School of Medicine is not so good as that of Edinburgh, but he prefers Oxford because Edinburgh has no system of residential colleges. We do not presume to offer an opinion

Scholars
v.
Equipment.

on this subject; but we would point out that efficiency cannot be obtained without money. Scholarships are good, and the University will, no doubt, welcome its new students. But scholarships are not all a University needs. In fact there are too many scholarships already attached to schools up and down the country. To his own college Mr. Rhodes has given a special bequest for the increase of the incomes of resident Fellows. The bequest to the University of a million or two, for the building of new laboratories and hospitals, and for the endowment of professorships, would have indeed been a boon to Oxford. The trustees have, it is said, large sums at their disposal. They may, perhaps, double the value of Mr. Rhodes's gift by providing the wherewithal to bring Oxford up to date in scientific and medical equipment.

MR. RHODES'S ideas on the subject of examination for scholarships are unusual. But none of the papers seem to have noticed that the conditions are identical

*The Selection
of the
Scholars.*

with those laid down for the scholarship Mr. Rhodes gave to the Cape Diocesan College some four years ago, and on which we commented at the time in these columns. Out of a maximum of ten, intelligence, tested by examination, receives three marks; character, attested by the head master, receives also three marks; games and moral qualities together receive four marks. On these two last points the votes of the candidates' schoolmates will be taken. The trustees are not absolutely bound by these conditions, which are characterized in one part of the will as "mere suggestions." We entirely sympathize with the view that a scholar should be a good all-round man, physically, mentally, and morally; but we strongly dissent from making the schoolmates arbiters. Such a course would put a premium on popularity-hunting, and the votes would almost inevitably go to the Steerforths. But, on the whole, we do not doubt that the scholarships will make, as Mr. Rhodes desired, for the unity of the Empire. And the German scholarships will do something to promote harmony between Germany and England. A gift in one direction draws attention to wants in other directions. Mr. Rhodes's generosity may suggest to other benefactors the need of providing better educational equipment for both Oxford and Cambridge; similar advantages for women; scholarships tenable in France and Germany for intending language masters.

WE have refrained from touching on the burning question of confession and absolution till we had before us the authorized Report of the Fulham Conference. The only exponent of Church views as regards public schools was Canon Lyttelton.

*Canon Lyttelton
on Confession
in Schools.*

He held that, in the present state of public opinion, habitual confession was impracticable and also undesirable. But with boys of a certain character and temperament "something like confession, anyhow for a short time, is not only desirable, but necessary, if they are to make head against some of the present temptations of boyhood." Some kind of confession is in almost every school inevitable, and the doctrine of absolution, that is, "the authoritative pronouncement of pardon through the officials who are the mouthpiece of the Church," should be systematically taught. He would certainly not admit any one else to confess his boys. The only comment that Canon Lyttelton's speech provoked came from the Principal of Ridley Hall. Mr. Drury, while agreeing with Canon Lyttelton that the admission of outside direction was impossible, quoted the late Archbishop Benson, who declared that he would not vote for a head

master who even wished to hear confessions from his pupils. We may be content to leave Canon Lyttelton on the horns of this dilemma. A good house master will be on such terms with his house that a right-minded boy will be prompted, in cases of perplexity or need, to come to him spontaneously, whether he be a layman or a cleric, for relief of conscience and advice. Such confessions should be in every way encouraged, but any confession that goes beyond this is utterly repugnant to the traditions of English public schools, and also, according to Mr. Drury, to Anglican formularies: "the exceptional cases named in the Prayer-book did not apply to the young."

ARCHBISHOP BENSON states authoritatively what a head master should not be. The positive of the portraiture, as we conceive it, is admirably limned in the farewell sermon to Marlborough boys by the present Dean of Canterbury:—

*A More
Excellent Way.*

And for six years you know that my house and my study have always been open—open to the very youngest boy, who, if he wished, might come to me at all times unannounced, and, however pressingly I might be occupied, you know that you were never turned away. And sometimes in 'sin and in sorrow, and, before confirmation, some of you uninvited and unencouraged, have come to me quite fearlessly and sought my counsels; and, if I could think that the words of sympathy and advice, then once for all spoken, have been to some of you a blessing and a help to smooth your path in life—if they have taught you always, in every difficulty, to go straight to God and not to man—that thought would make me more happy by far than any other can.

THE Humanitarian League has been, for some years past, publicly attacking the Eton College Beagles. The Governing Body disclaimed responsibility in the matter, and refused to give any opinion upon the alleged cruelty of the sport. The League thereupon turned to the Head Master, and has succeeded in provoking a reply from Dr. Warre, which will be, we hope, the last word upon the subject for some time to come. We may say frankly that we have every sympathy with the effort to correct the natural cruelty of some boys and to inculcate a humane treatment of animals. As a race, we are becoming more sensitive to the sufferings of the inarticulate beings. Bull-baiting and cock-fighting, once popular amusements, are now illegal. Pigeon-shooting is "blown upon," to use an ancient phrase, and the coming generation may, in like manner, condemn coursing. Schoolmasters, as a class, may fairly claim to be in advance of current morality, and it is incredible that the Head Master and staff of Eton College should deliberately encourage cruelty, or what seems to them to be cruelty. So long as hunting wild animals remains the sport of the parent and of the boy during the holidays, it is unreasonable to suppose that the College Beagles can greatly shock healthy sensibilities.

*The Written
Agreement.*

IN a recent dispute between a head master and a member of his staff, the County Court Judge severely criticized the action of both parties, and finally gave a piece of excellent advice. "Why on earth," he said, or words to that effect, "don't you schoolmasters have written agreements?" And echo answers, "Why?" for no solid reason can be given. It is impossible to recall any tenure case where the difficulty has not been increased by the absence of a written agreement, or even of a clear mutual understanding. The scholastic profession is often blamed for its want of practical qualities. In reference to this particular point, the blame is certainly deserved. It is no use urging assistant masters to ask for agreements. They are afraid of appearing too business-like, and as a race they are trustful. Recently an

assistant master who was about to receive an appointment asked for a written agreement. The head master replied that a man of so suspicious a character was not the man for him. It is head masters who ought always to make the conditions of the appointment clear, state them in writing, and affix the necessary stamp. No distrust is implied on the one side or the other; it is simply a matter of mutual convenience.

IT is well that the Women's Local Government Society should persevere in its endeavour to get a distinct clause inserted in the Education Bill to justify, or even to compel, the Local Authority to appoint women on its Education Committee. Mr. Balfour has stated that it was not the intention of those who drafted the Bill to exclude women. Legal opinion maintains that, if women are not expressly mentioned in an Act, they cannot serve on public bodies. If this view be correct, then no woman has a right to a seat upon a School Board. But the case under the present Education Bill will be entirely different. Neither men nor women will be elected directly. They will be appointed by an elected body. There can be little doubt that most bodies would appoint some women on their Education Committee. Still it would be better to have the doubtful point settled by a definite clause. This, too, would prevent backward authorities from ignoring the claims of women.

IT is somewhat singular that Oxford alone should be the subject of the recent discussion on the length of University terms. The usual term at Oxford is eight full weeks of lectures. The undergraduates come up, as a rule, a day or two before lectures begin, and are often kept by examinations after term has ended. Roughly speaking, half the year is the usual length of University life in all countries. We quite realize the force of the argument on the score of expense. Rent, rates, and wages have to be paid for the whole year. It is conceivable that under altered circumstances it might be well to lengthen the annual period of residence. But the addition of even two weeks to each term would appear an intolerable strain to those who know Oxford life as it is. The term is full of interests, lectures, sports, discussions, society. A student is, or should be, continuously absorbing fresh knowledge and fresh ideas for the eight weeks, and would soon suffer from repletion if he had not a long period for digestion. And the tutor and lecturer stand even more in need of a long vacation.

UNDER the title "Raw Recruits for the Inspectorate," the *Schoolmaster* has a slashing article on the list of junior inspectors recently issued by the Board of Education. Eighteen appointments are announced. One man comes from a village national school and one has been in a higher-grade school. The others come from secondary schools, mostly of good repute, such as Bradfield and St. Paul's. We naturally want to know what work these men will be set. Theoretically, there is said to be one inspectorate under the Board; but, practically, there must be at present one staff working under Whitehall regulations and another under South Kensington. The *Schoolmaster* assumes—we do not know how far the assumption is correct—that the new inspectors, without knowledge of elementary education, will be called upon to inspect the work of men who are familiar with the Code. If this be so, the list is indeed a startling one. But we prefer to assume, until we have definite knowledge to the contrary, that the new juniors are to help in the work of inspecting

the "schools of science" and the "day secondary schools" under South Kensington. For such work their previous experience, if it has been sufficiently long, is of the right sort.

THE appeal of University College for a round million is a bold one in these poverty-stricken days; but the claim urged by Lord Reay and his Committee on the citizens of London to support higher education in the capital of the Empire is so urgent and so just that it cannot well fail to meet with a generous response. The £30,000 for which the Drapers' Company make themselves responsible and the £30,000 conditionally promised by a former student of the college will satisfy the first condition of incorporation with the University—that the college shall be free of debt—but far larger sums are needed to render incorporation fruitful. The college needs a quarter of a million to complete the buildings; another quarter, or £6,000 a year, for departmental expenses, including maintenance of laboratories; and half a million or more for the endowment of existing professorships which are as yet unendowed, and the foundation of new chairs. Mr. W. W. Astor has started the subscription list with a donation of £20,000.

TECHNICAL EDUCATION.

WHILE School Boards have been busy passing resolutions against the Education Bill, the County Councils generally have not expressed their views. The Chairman of the Worcestershire County Council, who has issued a memorandum showing the probable effect of the measure as regards rating in that county, says: "The great point for the county to consider is, are they willing, assuming the Bill becomes law, to accept the very large amount of work and responsibility the Bill casts upon them?" He expresses the hope that they will do so without hesitation, and at once consider how best to ensure the efficient and harmonious working of the measure in the county. This is a satisfactory note which it is to be hoped will be echoed in similar quarters in other parts of the country.

THE Chairman of the Worcestershire County Council shows that a rate of 4¹/₁₀d. in the £ would be required in that administrative area to keep the schools in their present position. A memorandum prepared for the Northumberland Technical Education Committee discusses the same question, and presents the case as follows:—

"Voluntary contributions for the maintenance of secular education, which in 1900 averaged 8s. 4d. per scholar, would tend to decrease and would probably only be secured for repairs, alterations and improvements to buildings, &c. On the other hand, as the average cost per scholar—especially in small rural schools—is generally admitted to be lower than it ought to be, the cost of maintaining the schools would tend to increase. The present average annual cost of maintenance per scholar in voluntary and Board schools in Northumberland is £2. 8s. 6d. (the average for England is—Board schools £2. 12s. 10¹/₂d., voluntary schools £2. 5s. 10¹/₄d.) For the purposes of calculation a sum of £2. 10s. may be taken. Dealing with the county area apart from the three boroughs excepted under the Bill, the following figures indicate the probable position of affairs:—

RECEIPTS.		EXPENDITURE.	
Average grant on 41,000 scholars		Maintenance of 41,000 scholars	
at £1. 1s. each	£43,050	at £2. 10s.	£102,500
Fee grant, 10s. each	20,500		
Special Aid grant (say)	5,000		
Contribution under Agricultural Rates Act	1,080		
	£69,630		
Deficit to be made up by County Rate	32,870		
	£102,500		£102,500

"A penny rate on the present rateable value of the whole of Northumberland yields £8,269. 18s. 10d. Deducting from this amount £1,504. 19s. 6d., the product of a penny rate in the three boroughs excepted under the Bill, the sum of £6,764. 19s. 4d. remains. Thus, excluding the cost of administration, but allowing for a small increase in the average cost per scholar, a county rate of 5d. in the pound would

be required to maintain the elementary schools on a uniform basis. For each addition of 1s. in the average cost, an addition in the rate equal to about one-third of a penny would be necessary. The average rate now levied for elementary education in the districts of Northumberland (about one-third of the county) now under School Boards is 8d. in the pound, and the amount now raised by rate, viz., £17,471, is nearly equal to a county rate of 3d. in the pound."

THE careful and complete report of the Staffordshire Technical Instruction Committee, for the session 1900-1901, reviews in detail the results of a many-sided scheme. A summary of the number of pupils under instruction shows that the attendance at classes aided by the Committee reach 11,264; at lectures and classes in rural districts 4,822 pupils were instructed, while in technology (mining, metallurgy, pottery, &c.) there were 534 pupils, and at various classes for the training of teachers 251. Secondary schools were aided to the extent of £1,078, while £2,460 was expended on scholarships. The Committee is well justified in observing "many signs of steady progress in the work."

THE West Riding Technical Instruction Committee, in their annual report, adopt the useful plan of printing comparative statistics showing the advances made from year to year. The number of secondary day schools recognized and aided, which in 1891-2 was 34, educating 2,521 West Riding pupils, was in 1900-1 51 schools with 4,491 pupils. The progress made as regards the accommodation and equipment of technical schools, as compared with 1891, is thus summarized in the organizing inspector's report:

Kind of Room.	No. of Schools having such Rooms.	
	1891.	1901.
Science Lecture Room	13	29
Mechanical Laboratory	—	5
Physical Laboratory	—	19
Chemical Laboratory	16	31
Textile Workshops	8	15
Woodworking Shops	4	28
Plumbing Shops	—	9
Advanced Art Room	18	28
Commercial Practice Room	—	16
Cookery, Laundry, &c.	3	41

In secondary schools the additional accommodation provided since 1891 consists of science lecture rooms, 21; physical and chemical laboratories, 47; manual training shops, 15; art rooms, 5.

SIX new schools have been built—three grammar and three others; eleven grammar schools and three others have been extended, while in nineteen other schools existing rooms have been adapted to special purposes. "It is certain," writes an inspector, "that the provision and equipment of adequate buildings for a school invariably attracts a large number of students from surrounding places, and to this is largely due the growth of some of the more important technical schools of late years. Such schools are capable of carrying students further than they could ever get in local classes, and, so far as they are recruited from students who have done all they could in local classes, one regards their growth with satisfaction."

THE Technical Instruction Committee for Cornwall reports that during the year new and well appointed metallurgical and assay laboratories were opened at the Penzance and Holston Science Schools to meet a rapidly growing demand for instruction in these subjects, while the premises of the Redruth Mining School have also been extended. The number of students under instruction in classes was considerably greater than the previous year, as the following table shows:—

	Science.	Art.	Continuation.	Total.
1900	6,000	2,408	5,686	14,094
1901	6,892	2,526	6,860	16,278

It cannot be too frequently observed that the "free hand" exercised by County Councils in the administration of educational funds during the past ten years has led to the adoption of schemes, suitable to the requirements of different localities, which would not have been possible under the central Board. The Local Authorities would do well, moreover, to jealously guard this freedom from control. Considerable as the changes have been at the Board of Education, and conspicuous as the progress appears to be in a right direction, the old "system" with all its bewildering forms and trivialities dies hard. The Board is still unable to distinguish between a responsible Local Authority charged with the administration of a county area and a body of school managers called into existence to give public sanction to a class in "physiography." It is extremely doubtful whether anything really effective in the way of decentralization will be possible until a few of the large Local Authorities decline to be subjected to a "system" as

irritating as it is ridiculous, and which appears to depend upon unlimited stationery and innumerable clerks.

IN the tenth annual report of the Lindsey (Lincolnshire) Education Committee—which is, in many respects, an excellent document—it is pointed out that methods which may be appropriate in some parts of the country could not, in that county, be adopted with success. "It is sometimes urged," it is said, "that technical education funds should be spent upon central institutions rather than upon a number of scattered schools and classes. But in a county such as Lindsey, with its 460 widely scattered small towns and villages, and without any natural centres, this policy if carried out completely would mean the entire neglect of the rural population." It is shown that, while ten years ago technical instruction in the county was represented by less than half-a-dozen evening classes, the county is now covered with a network of one hundred and seventy local committees carrying on about four hundred classes, with nearly five thousand pupils on the registers and more than three thousand in average attendance.

RELIGION AND MORALITY IN EDUCATION.

By GERALDINE HODGSON.

ON the question of religion and morality in education it seems impossible to write anything new, and the matter is one on which no person, considering the failure which has attended past efforts and the bitterness which any effort appears fated to engender, could enter light-heartedly. The peculiar misfortune of the problem lies in this, that it is one upon which every one feels qualified to form and to express an opinion; and yet, in the main, it is one for experts, for those trained by years of experience, to deal with so complex a tangle; and, even so, it calls for a rare combination of courage, insight, patience, and tolerant sympathy. Such people are few in number, and it is hardly untrue to say that their hands are already over-full. At the same time, the question calls aloud for settlement. In its nature the problem is of such signal importance that men cannot afford to put it aside; cannot even succeed in doing so if they try. Shelved here, fought over there, compromised somewhere else, it recurs and rises again with all its old difficulties, however they may seem to garb themselves anew in the phrases and shibboleths of the passing day. To solve it as some were inclined to do by offering what is called *secular* instruction only is, when they arrive at practice, a sheer impossibility. The practical teacher knows that the "marches" between sacred and profane are an undefined region passing the wit of man to bound or limit.

Moreover, were a child brought up, so far as that is possible, on purely secular lines, were he taught to reverence nothing greater than himself, and that *modicum* of demonstrable reality which his powers of intellect and feeling enable him to grasp, the result for the average person (and education, like legislation, must lay its plans for the average person) is disastrous: he grows up stunted, or, rebelling against his teacher, tends to develop—perhaps develops—into a fanatic.

The attitude of "Wait it out, O Man!" may avail for a few specially constructed people, may even stand them in good stead for a while; a John Stuart Mill may triumph by his own natural power over circumstances which damn a lesser man from the outset—and even he won the victory hardly—but the average man cannot dwell for ever on the outskirts of a great possibility, and content himself so. Silencing all disputes by the power of a central authority, Queen Elizabeth's plan, may prove convenient for a season; but, as we know by experience, the after growth is bitterer feud than ever. While the disputants differ, and fanatics prepare metaphorical stakes for their opponents, myriads of children are actually with us: they cannot wait for their education until problems as old as the hills have been settled. Something must be done.

Education in England to-day, while the new Bill is under consideration, is chaotic; so much so that it is difficult to write of it as a whole. The religious difficulty, however, can occur in every public elementary school, and may arise in every secondary school—has occurred in some.

Perhaps no recent writer has succeeded better in describing the thing with which we must cope than J. S. Mill did nearly thirty years ago:

Besides [he wrote in his essay on "The Utility of Religion"] how tremendous is the power of education: how unspeakable is the effect

of bringing people up from infancy in a belief and in habits founded on it! . . . It is especially characteristic of the impressions of early education that they possess what is so much more difficult for later convictions to obtain—command over the feelings. We see daily how powerful a hold these first impressions retain over the feelings even of those who have given up the opinions which they were early taught.

A little further on in the same essay he wrote :

The power of education is almost boundless ; there is not one natural inclination which it is not strong enough to coerce, and, if needful, to destroy by disuse.

Will any experienced person deny the truth of these statements? If, on the other hand, they are admitted, what a weapon this is which we handle at one time so dubiously, at another so doughtily : it is so powerful indeed that we may ask if any other existing force can match it !

In the pages which follow Mill discusses the loan of morality from religion, arguing first that the noble precepts borrowed from the teaching of Christ and other great religious teachers have become so firmly interwoven in the texture of ethics that morality can now afford to live independently of religion. To some this must appear a strange argument. That morality has borrowed from religion gold of such inestimable value, and has borrowed it so utterly that it can never be relinquished again, scarcely seems to justify a divorce between the two. And Mill himself grows aware, later on, of something amiss in the reasoning when he writes :

The idea that Socrates or Howard or Washington or Antoninus or Christ would have sympathized with us, or that we are attempting to do our part in the spirit in which they did theirs, has operated on the very best minds as a strong incentive to act up to their highest feelings and convictions. To call these sentiments by the name morality exclusively of any other title is claiming far too little for them. They are a real religion.

Whether or no these views contradict others which Mill has expounded elsewhere ; whether or no they fall far short of that mental and moral state to which many persons refer when they use the word *religion*, they are still highly significant, coming from him ; and, coupled with his declaration (quoted further back) concerning the omnipotent influence of education, they prove surely that the question of morality and religion in education is of paramount importance—a problem, as I said before, which calls aloud for settlement. But directly the thing grows urgent, as it does when a teacher comes actually to dealing with the children, the difficulties increase at an alarming pace.

Those first tentative religious feelings of which Mill speaks grow, and in their growth they take on a vesture of authority, tradition, and ritual from which no Church, no sect—not even the newest—can escape quite. Were it only a question of primitive stirrings of feeling, the problem of educating children might be an easier one ; but how vast and varied are the consequences of the initial idea ! In truth, it is no very easy matter to deal with the religious question. If any man were ever qualified for the task—qualified by innate sincerity, by a reasoned enthusiasm for humanity's welfare, by great gifts of literary expression, by philosophical lucidity—such a one was Mill. And yet he fell into contradictions, which were not merely verbal. It is perhaps a harder matter still to deal with this question in the House of Commons—to reduce it within the corners of an Act of Parliament—owing to that quality in political affairs which Matthew Arnold called “our natural love for the bathos.”

But these difficulties pale before those which beset the head of a school at the moment when the time-table must be drawn up, and the hypothetical instructor, who has come and gone at the call of the pamphleteer, essayist, or politician, must be translated into actual concrete X., Y., or Z. of an existing appointed staff. Theory flies to the winds before the definite question : Will X., Y., or Z. best present these fundamental propositions to the unfolding capacities of A., B., C., and the rest—children of to-day, but grown men and women so soon ; capable of wielding so small an influence now, but holding in their ever-widening spheres not their own destinies only, but those of many others, still unborn ?

The sage head knows one or two things very certainly. First of all, *pace* the catholics of all three branches of the Christian Church, *pace* all the Nonconformists and the Freethinkers, Agnostics, and Theosophists, he or she knows that the amount

of doctrine pure and simple which can be rooted and grounded in the mind or intelligence of any normal child is so small as to be practically *nil*. If any one doubts that, let him try. The mind of an average child does not fasten on to doctrine or on to a philosophical disquisition upon conduct ; it can understand action, it can draw meaning from a dramatic or pathetic story or from one which is both at the same time. A genuine teacher can win a response from ordinary children if he take as his material any heroic figure, any striking deed, any clear instance of a definite virtue, any picturesque apologue. But, if, on some occasion, the teacher be compelled to deal with a complex character—say, for instance, in the Scripture lesson with Saul the son of Kish, or in English history with Walpole—then, though he make the greatest possible effort to exhibit clearly the warring principles of such a life, though he take the greatest care to sum up the total result lucidly, let him balance motives and probabilities never so wisely, that teacher will be unusually rewarded if at the end of it all some child (probably more than one) does not ask, “Was he a *good* man?” showing clearly by the question that childhood cannot weigh motives and balance possibilities, but will and must seize on broad outlines, will demand a definite conclusion, drawn without any reservation. That Duke of Buckingham of whom Dryden complained that he was

So over-violent or over-civil

That every man with him was God or devil

had simply not outgrown the normal state of childhood.

No doubt it is part of the business of education to train the growing mind to deal with doubtful issues ; but that does not mean that all the foundations must be left in a shaky condition ; neither a house nor a life can be built satisfactorily on a quaking bog. Somehow or another the child must be taught to distinguish truth and error by their marks, which will never be done by burking the whole question, or by treating religious matters as if every opinion were equally true or equally false.

But it is the limitation of a child's mind which makes the inculcation of doctrine, pure and simple (however desirable or undesirable in itself), a sheer impossibility. A Christian or an Agnostic teacher could no doubt succeed in making a given child believe that Jesus Christ was or was not omnipotent eternal God ; but neither the one nor the other could make an ordinary child take in and assimilate the grounds of either belief, though almost any child might be drilled into parroting some formula, either verbally or in writing—that requires memory merely, a quality which is usually stronger in youth than elsewhere. In other words, the fact stated frequently enough and with sufficient authority would sink in at last, but any doctrine of the Incarnation would remain meaningless words. Combatants on all sides are apt to forget or overlook this, unless they are practical teachers.

Apart from doctrine, and apart from fact, there is one other side of a child's mind that can be influenced—his emotional condition. This, so important, is often forgotten—so important because here a great part of the difficulty lies. Quite removed from doctrine, far off from actual fact, stands the *furniture*, the apparelling of morals and religion. To whichever he belong, even if he belong to none of them all, surely any intelligent person who can clear his mind of prejudice can discern and perceive the stern hard lines of the ideal or actual tabernacle of the extreme “Protestant” or Nonconformist, the warm-coloured habitation of the “Catholic” of whatever degree, the chill white light illuminating the temple of the worshipper of Pure Reason. These things, so different from doctrine or from matters of fact, are external, concrete, to a child most *real* : they appeal to almost every sense at once, and they kindle or petrify imagination—that keen, influential power, which, though life be long and troublesome, or long and joyous, never quite loses the impulse of childhood's impressionable hours. These matters, generally summed up in the convenient and loose term “ritual,” are often dismissed as unimportant and trivial. Yet they mould the taste and inclination of growing children, mould them for good or for evil ; working always along the lines of least resistance, along the inherited tracks and tendencies of individual temperaments.

Some one may argue that taste and inclination are not the arbiters of religious truth. No, probably not ; we may even ask who are those arbiters, and receive no satisfactory reply. But who, with any knowledge, let us say, of normal human nature, will deny that those principles, those arguments, those

aspects of facts gain entrance, just those whose way has been paved and made easy by the cultivation of taste and inclination. Which of us does not know the difficulty of opening his mind to an argument, to a fact, which runs counter to his natural bent, to his desires, to all his mental and moral apparatus which he loves, and to which he clings?

There is hardly one of us who does not know that difficulty. Therefore taste and inclination *are* a very important part of the machinery essential to the reception of truth, and they are moulded and swayed to a great extent by what is known as ritual, whether it be severe almost to disappearance, or rich to excess. Yet the Protestant will not relinquish his bare chapel or unadorned church; the Catholic will never give up his ornate ritual and his dim cathedral aisle, the rationalist will not part with his actual or ideal temple which, since it owns no dark corner, can house in seemingly wise the worship of the white light of proved fact. It is here that not one of them will compromise or yield; and is not that so just because, even though they may not realize it beforehand, it is here that they win or lose the day? Not at all by doctrine, not wholly by morality, but largely by externals, they attract or repel, such hold on every one of us have the discredited senses.

If this really be so, it is futile to dream of compromise and tinker with conscience clauses. Therefore the most practical, if the least attractive, way (to many) out of the difficulty is the concurrent endowment of the sects, the plan of putting various creeds on what may be called a legal and financial equality. No doubt, in a sense, this is putting the clock back; but then possibly we have learnt wisdom from the quarrels of recent years—perhaps strong opponents have learned mutual respect. The fact is—and the growth of the scientific spirit has trained us to look for and build upon ascertained fact—truth appears in different times and places and to varying people under different aspects; and, again, the fact is that human beings, cast in so many different moulds, require diverse kinds of treatment. Consequently, on the old principle that the longest way round is the shortest way home, the apparent putting back of the clock might hasten the striking of the final hour, when, the cloud, whatever it be, which veils the truth, being drawn back, we shall all alike see truth as it is, and not perhaps quite as it has appeared hitherto.

There are two important aspects of the matter when a Bill has to be drawn up and considered. First there is the question of principle. Now it appears that moderate men and women of different parties are feeling more and more that the principle of concurrent endowment would make largely for the country's religious peace. It is hard for extremists at either end to tolerate each other, using that verb in its own sense, and not as a synonym for compromise. But it should not be hard for moderate people to live in amity if it were no longer worth the while of partisan organs to dilate upon the "monstrous assumptions" of the clergy of the Established Church, or upon the "growing encroachments" of the Nonconformists. The present Bill, framed to concede the principle of concurrent endowment of what we have been accustomed to call Board and National schools, makes these methods of procedure not worth while. It is too soon to try to estimate how great an element of peace the common name of elementary school will prove.

Yet old ideals die hard. Doubtless some at this eleventh hour, while the Bill hangs still in the balance, will return to their old hope—is it, such will say, too much to ask from the good sense of honest and sincere men that they should at least unite upon the common virtues of humanity? Even if it be admitted at last that doctrine has so little hold upon youthful minds, still, cannot the virtues and principles exhibited in the great characters of history, sacred and profane, be reduced into text-books for the use of members of all faiths? We may recall what Mill said of Christ.

When this pre-eminent genius is combined with the qualities of probably the greatest moral reformer and martyr to that mission who ever existed upon earth, religion cannot be said to have made a bad choice in pitching on this man as the ideal and representative and guide of humanity, nor even now would it be easy, even for an unbeliever, to find a better translation of the rule of virtue from the abstract into the concrete than to endeavour so to live that Christ would approve our life.

Such a statement made by such a man gives, it must be

admitted, ground and colour for the theory that mutual toleration is, at any rate, a possibility.

Yet, Quaker fashion, we may meet the question with another a legitimate one surely—Have not the upholders of these rival creeds the courage of their convictions? Do we not in our several ways believe (believe effectively that is, and not merely verbally for the sake of imposing argument) in the truth of the grandiloquent aphorism "*Magna est veritas et prævalebit*"? Can it be that, given that children are taught honestly and sincerely, when the moment of final choice comes (it must come—in the life of every thoughtful human being the moment arrives when the individual, according to the light that is in him, must take sides "for Jehovah or His enemies")—can it be that the Protestant, or the Catholic, or the Rationalist fears for his own creed?

What are the answers to these two questions—the question of the idealist: Cannot the sects agree on a common morality? the question of the platform orator: Does any man doubt the force of his own position? Attractive as the first is, stirring as the second, surely the answers are respectively and most emphatically no and yes. In the first place the population of the world is not composed of passionless thinkers like Mill. And then the real difficulty lies, as we saw before, in the fact that the externals of each creed work on and along the lines of natural temperament; doctrine does not move masses, and not every one feels the attraction of the common virtues of humanity, so called perhaps, like sense, because both are so singularly uncommon. And the inculcation of morality has its own peculiar pitfalls. It is a sound rule of criticism to attack the best position, not the weak. So let us take Mill's emphatic *dictum* that religion has not made a bad choice in making Christ the "ideal representative and guide of humanity."

Well, but the personality of Christ presented to a child by a rationalist, a Protestant, a Catholic, in the natural surroundings proper to each, is in each several case a different thing. The opinions and temper of mind of the teacher must colour the thing taught, and the mode of presentment, as well as the thing presented, influences the child, and so must the place and time where and when it is offered. And according to this mode so, acting in harmony with, or struggling counter to, its own predestined moods and temper of mind, will the child receive it.

When the upholder of any form of faith is honest enough to say that he does not find himself willing to let children be taught even the highest morality in a mode and at a time and place not of his approving, in the hope that at the crucial moment the child will choose the "right" theological party, when he is honest enough to say that, he proves himself also a sound observer of human character. These religious differences which vex our peace are a question not so much of doctrine or of virtue as of temperament. There are some few elect souls in whom a kind of high devotion to pure intellect and its appurtenances wins the battle against natural bent: and the attacks of feeling. But they are few. For the average (and again it must be urged that education should be planned for the many, not for the few) it is otherwise. Doctrine and example, precept upon precept, and line upon line gain their power by harmonizing with childhood's memories, inborn tendencies, and gradually acquired tastes.

So much for the question of principle. There remains the other important aspect, which makes up at least half of the total difficulty—the problem of providing schools which will give sound secular instruction, and, amongst them, propagate the various forms of faith in the quantities required by the parents of the children, so that there may be no deficiency in one place, no excess in another. This difficulty, so great in country districts, so entirely a matter not of theory, but of practical means, is hardly met by the present Bill. Indeed, the fair-minded educationist, who cares that the principle of toleration should also be applied tolerantly, is inclined to ask almost in despair whether human wit can meet it. It is true that the Bill provides for—that is, it permits—the erection of a school at the expense of any willing thirty co-religionists, which school may be handed over for maintenance to the Local Authority. It is difficult to believe that this clause was not born of an over-mastering irony in the minds of some at least of the framers of the Bill. It aims, or purports to aim, at consoling small sects. Now, occasionally a small sect may have one or even two wealthy members in its fold, but that is not usually the case. Those who know our country districts best know

how totally beyond the power of some of our small Nonconformist bodies this remedy lies. It surely would be as undesirable as impossible. It is said in no spirit of mockery, but in an honest belief that it accords with the facts, that bitterness is apt to be in an inverse ratio to the smallness and impotence of a body.

The hardship would not fall probably on the Established Church, would not fall on the more powerful Nonconformist bodies; these in large towns, and the first in country districts, are sufficiently numerous to maintain their own rate-aided schools under the new Bill. The hardship will fall on the smaller sects. It is pretty certain that these do not entertain much, if any more, love for one another than they cherish towards the Established Church. The bitterness and intensity of Calvinistic conviction, combined with what is called superstition, still to be found in some parts even of the home counties, might surprise many an educational reformer accustomed to his London. What, for instance, would the average town-dweller say to an old Calvinistic woman who to-day cherishes along with the articles of her dismal creed a firm belief in—no, she would say knowledge of—the meeting of witches on a certain day at a certain hour on a certain common in the high lands of Sussex? But she is a living fact not forty miles from London Bridge.

No human ingenuity perhaps can meet the necessities of these smaller sects in country places, not certainly the present Bill's satirical permission to erect a school. Yet, even here, the concession of the principle is something. We all writhe less under a practical difficulty than under a religious disability. All that can be done to solve the acutest form of this difficulty is to allow these scattered votaries of small creeds to attend which they please of adjacent schools, and to attend protected by a conscience clause. The late Bishop of London laid down apparently as an axiom the principle, "Every parent has a right to have his child educated in his own religion." That some not opposed to definite religious teaching challenge, but no one surely would take exception to another proposition which that one may suggest, namely, "Every parent has a right to exempt his child from religious teaching of which he disapproves."

So, looking at the matter as practical people, it seems that, when once the principle of toleration as distinguished from compromise is conceded, the practical solution is, so far as is possible, to equate the several teaching of creeds to the requirements of a given district, and to do the best possible for the minor sects by allowing them free choice among existing schools, adding the protection of a conscience clause.

Lastly, the sectarian difficulty occurs in some secondary schools, notably in girls' high schools. Hitherto the problem has been to combine in one Scripture lesson matter which can offend no one, of whatever persuasion, with instruction in the higher forms which may prove serviceable in the day of examination. Who is to be the teacher? Any one who tries to find the practical answer in a real school may find it a harder business than it looks on paper.

In the last fifty years we have lived through a period of unrest, of which the net result has been the unsettling of many minds on religious questions. This state of affairs has affected what may be called the intellectual class most—the class from which secondary teachers are drawn. In some schools the members of the staff are expected to be "communicants." This is a loose term, capable of many interpretations. Moreover, the requirement has disgusted those who venture to doubt whether the greatest of the Christian sacraments was originally intended to be a factor in the earning of a livelihood. Certain it is that some teachers who harbour in their minds many doubts are forced to "take the Scripture." There are, it cannot be denied, others who, in the loose parlance of the day, "believe nothing," and who deliberately "save appearances" by seeming to conform, because the tenure of their office requires it.

Can anything be more disastrous? It may be a very sorry thing to behave like this. Yet there are those who have never done it, whom no stress could persuade to do it, but who know the stern details of necessitous lives, who feel more inclined to blame the system than individuals. Suppose for a moment that the religious problem be faced from an everyday standpoint, putting aside temporarily the peculiar nature of the subject, its sacredness, and treating it merely as a branch of instruction.

It is certain that no sane person would suggest that one how

doubts the cogency of the ordinary intuitions of space should teach geometry; that one deaf to music and dull to the claims of æsthetic beauty should deal with literature. Why, then, should a sceptic teach the truths of Christianity, or a member of one sect the faith of another; or, to put the question as widely as possible, why should any person be called upon to propagate a creed in which he does not believe? In demanding this licence we are not asking to profit by membership of a community in whose fundamental faith we do not share. Education is not a creed, but an undertaking made up of many parts. It is a world of wide possibilities, this one of ours: because a person fails in one branch of knowledge, he need not fail in another; because A. cannot teach the Catholic Faith or the Longer or Shorter Catechism, it does not follow that he cannot teach classics or mathematics or science, and very successfully too.

A few years ago men, some men, really believed that religion, "that voice of the deepest human experience," as Matthew Arnold called it, was destined to become a thing of the past, that men and women could be trained to do without it: and, as a step in that training, they believed that unsectarianism had its use and value. But now many are beginning to see, what some saw from the outset, that average people do not outgrow the religious habit, though from time to time they may wax restless under particular religious accretions or perversions. And therefore this use of unsectarianism tends to disappear. Indeed, this common tolerance plan, which was not tolerance at all, but compromise of what a number of people valued greatly, ending in a colourless compound from which the value had been removed, this unsectarianism on which so much enthusiasm has been expended in girls' secondary schools, is as a matter of fact inapplicable to childhood, with its love, its craving for definiteness.

Nor is it only in the actual teaching that the difficulty occurs. For instance, a scheme of "daily prayers," so watered down that they do not offend the Churchman at one end, the Unitarian in the middle, and the Agnostic at the other end, is an unedifying, unconvincing performance. Yet this sacrifice is offered, morning by morning, for about thirty-nine weeks of the year to the fetish of unsectarianism. Sectaries of all sorts are unpleasant: probably they are narrow, at times they are strangely hard to do with; but at the worst they are sincere, at any rate up to a certain point; and the practical teacher can hardly help wondering whether all the people who plan education, but do not execute it, know how much children value sincerity, how much regard they bestow on it, with what unerring instinct they detect an evasion, with what an eagle eye they discern a teacher who offers them a shift instead of a conviction.

Intolerance is hateful, religious bitterness a disgrace to those who harbour it; but an honest belief held generously and with intellectual power has surely not lost its weight with us. At any rate children recognize and respect it.

The present Bill provides that in secondary schools no denominational religious instruction shall be required in a rate-aided school or college, and provides a conscience clause for day scholars. Perhaps this is intended to permit any form. If so, all is well, as in the elementary schools, for the great and numerous sects. The Established Church and the larger Nonconformist bodies can in ordinary towns fill their own schools. And then, as a practical matter, is it not true that education is a solvent of differences among *kinsfolk* in religious matters, and that therefore the difficulty of suiting the members of smaller sects will not be so acute in the case of secondary as in elementary schools, when once the principle has been conceded and the most marked extremes have their own schools. Anyhow, here too let us have the courage of our convictions, and know and settle *what* is taught in a given school; let us commit instruction once and for all, in this to one way of thought, in that to another; let us give up cheerfully, as the Bill bids us, this vain attempt to arrive at a compromise which was not toleration, which experience shows offended many and edified few.

Is this a setting back at all? Is it not rather a recognition of the confusion which has arisen between the words toleration and compromise? We have found in the best of all possible ways, by experience, that compromise means omitting salient points one after another till all the value has vanished. Has not the time come to look the thing fairly and squarely in the face and say:

"We could agree tolerably upon the constitution of the virtues (practice being another matter); we differ profoundly, perhaps irretrievably, on doctrine; we differ, if not more fundamentally, yet with more immediate and practical results in the natural temper of our minds and in the taste which governs the externals of our religion, so much here indeed that we cannot combine on any common course of action save this—that we will each teach our own creed and endeavour to learn respect at least for our neighbours; we will try to believe and teach that no one is wilfully blind, that an honest belief can never be a crime; that no one of us, just because he differs from his neighbours in faith and opinion, is therefore 'either God or Devil' (though he may be either from other causes)": if we did this, would not tolerance itself win the most signal victory it has gained yet?

THE SOCIAL ISOLATION OF ASSISTANT MISTRESSES.

By ONE OF THEM.

IN a recent article, entitled the "Economics of High-School Mistresses," Mrs. Geraldine Hodgson touched lightly upon the subject of the social outlook of the assistant mistress, commenting on the few opportunities she enjoys for social intercourse. This social isolation, which so far seems to have been the usual accompaniment of the high-school teacher's life, is perhaps the gravest drawback of the profession, affecting most injuriously both teachers and taught, and it behoves us to consider earnestly whether it is really a necessary evil. I venture to maintain that such isolation is a most *unnecessary* evil, and one which might be obviated by a little consideration and trouble on the part of head mistresses and parents.

Most people who know anything about the life will be agreed as to the loneliness, the lack of companionship, of the average assistant mistress. I can speak not only from personal experience, which is necessarily limited, but also from the experiences related to me by numbers of assistant mistresses. Let me premise, however, that I do not consider there is any great reason for bewailing the lot of those teachers whose work lies in London or the few large provincial towns, such as Manchester, Liverpool, Birmingham, &c.; in London, most people have some friends or acquaintances, and there are fairly easy means of forming new acquaintanceships, through the agency of clubs or societies. What I have to say applies mainly to the teacher in the small provincial town, who has left her home and her circle of friends behind her, perhaps at the other end of England, and arrives without a single introduction. What happens? She goes into lodgings, which, after a little time, she may perhaps share with a colleague, and for society she has her head mistress and the rest of the staff. Term after term passes by and sees her still in the same condition—living almost solitary, meeting no one, without a chance of making friends outside the school, her only diversions consisting in a tea now and again with the head mistress, and such pleasures as the town affords and her salary will admit of, in the shape of an occasional theatre and concert.

The inevitable result is to turn the teacher into a machine-like being, with interests narrowing day by day, and mind growing more and more limited; it is easy to see why the "happy homes of England do not yearn after" (as Mrs. Hodgson puts it) such unattached females; but whose fault is it that they are such? The most intelligent and intellectual become dissatisfied and restless; even their genuine love of their profession cannot satisfy them for the lack of stimulating intercourse, of male companionship, of everything but the deadening school routine. But we have more to consider than the effect on the mistress herself; her abnormal mode of life must, and does, exercise an injurious influence on those whom she is trying to influence and guide; is it likely that the women who, for three-quarters of the year at least, are leading stunted, narrow lives can be capable of giving wide interests and large ideas to the young minds of their pupils? If we are in any doubt as to the effect on the pupils, we have only to examine the average type of high-school girl when her education is completed, and we shall receive our answer.

There is another aspect of the question which should not be overlooked, and that is the neglect of the teacher by the parents, which places the former in a very false position, and seems to

me frequently to nullify her efforts. How can we expect reverence and respect and admiration on the part of the pupil towards the mistress, when the pupil sees that her parents neither know nor care anything about that mistress, and will even pass her by in the street with a stare? If the parents have not enough kindly feeling for the lonely teacher to make them show her any courtesy and hospitality, can they not see that for their children's interests they should "cultivate" her? Indeed, one feels amazed that any parent should be so indifferent that she seeks to know nothing of the people who take charge of her offspring for three-quarters of each day of their lives. It must be recognized, however, that in many cases it is no want of kindness on the part of the parents which leads to this neglect, but rather a mistaken notion that the teacher will not care for invitations to the children's homes, or that they had better not make friends with her, as it is not the custom. Here I think the head mistress should step in and help to make better relations between parents and teachers, laying the true facts before the former and encouraging them in the right direction. That friendly relations would be an improvement none will deny, and again and again I have heard parents express their pleasure when once they were brought into contact with the teacher, which contact can afford such opportunities for mutual help.

I think it is clear that the teacher suffers greatly, and her work likewise, from the social isolation to which she is at present doomed. Is there no remedy? To me it seems that there are three ways at least, all very simple, by which we may arrive at a happier state. First, then, to take up the question of parents and teachers: it appears to me that the head mistress has it in her power to *start* friendly relations between these.

It is, I believe, the usual custom for the older inhabitants to call upon a new-comer to the town, and for the latter to return such calls, which paves the way to an acquaintanceship. Why should not this procedure be carried out in the case of the high-school mistress? Let us suppose that a new mistress comes to take up work as teacher of the fourth form. Let the head mistress select a dozen or so of the parents of fourth-form children (such parents as will be most likely to respond, of course), and to each of these let her send a note telling them that the new mistress has arrived to take up her work, and, as they will wish to call upon her during the half-term, she encloses her address. I fancy that most of those parents will feel it incumbent on them to call, once the head mistress takes it as a matter of course that they shall do so; and, even if all do not respond, some will do so. The young mistress will then return their calls, and get the *chance* of making some acquaintances—more than that no one can be given.

So much for bringing together parents and teachers. At the same time, in just the same way, the head mistress should send the new mistress's address to all members of the Council, and to the local clergy, requesting them to call. Here, again, these people cannot be forced to become friendly with the new mistress; but it is reasonable to believe that when their duties (and it should be one of the most important duties of Councils to become acquainted with the staff of their own school) are clearly pointed out they will fulfil them.

The second means by which the teacher may obtain some society is directly through the head mistress. Let her invite her staff to meet her own acquaintances in her own house. I am aware that the head mistress is usually a very busy person, burdened with many cares and responsibilities, but the additional trouble would be slight and the expense practically *nil* if she would have an "at home" once a week, to which she invited her own friends in the usual way, and three or four of the staff at a time. This would allow the mistresses to meet with the people of the town, not as the "school teachers," but as ordinary women in the usual social way.

Thirdly, the head mistress might endeavour to supply her teachers with some male society; for, if it is difficult to make fresh female acquaintances, as I have shown it is, it is practically *impossible* for the solitary teacher in lodgings to make any male acquaintances. The head mistress could easily remedy this by establishing friendly relations with the grammar school—there will certainly be one in the town—and, when once she and the head master are allies, mutual invitations can be issued, the masters sometimes visiting the head mistress's house to meet her staff, and *vice versa*. It is obvious how much both masters

and mistresses would gain from this intercourse, not only from the added pleasure and interest in their lives, but also from the interchange of professional views and ideals.

The above suggestions, even though poor ones, would, if carried out, go some way, I venture to think, towards remedying one of the worst features in the life of the woman teacher in the high schools of to-day.

TEACHERS' GUILD NOTES.

THE Right Hon. A. H. Dyke Acland has accepted the Presidency of the Guild for the year 1902-1903, and will give his Presidential Address at the Annual General Meeting, in the City of London School, on the afternoon of Saturday, May 31. Mr. Acland is an old friend of the Guild, and has acted as godfather to more than one Teachers' Registration Bill, drafted either by the Guild alone or by the Guild in co-operation with other bodies. He also helped the Council with valuable advice when first it took up the question of registration seriously some twelve or more years ago. Whatever may be the subject of his address, it is certain to be of great value to the profession at the present time, when clearly cut ideas are needed in dealing with the difficult and delicate situation in education and the many interests involved in any scheme of administrative reform which aims at a thorough co-ordination of primary and secondary education in this country.

THE Council have not yet expressed any opinion on the Bill, as their first meeting after Easter takes place on the 3rd inst. They will then settle their annual report, after hearing the views of their Political Committee on the Bill. On the whole, it is highly probable that they will accept its main provisions with approval, as it concedes most of the points urged by the Guild for many years past, especially in connexion with the establishment of one authority in every area for all school education, and with the constitution of the new Local Authorities for education; though, even under this head, they earnestly hope that an amendment providing for the presence of women, whenever possible, on these Authorities will be introduced.

WITH regard to the political issues involved in the Bill, which occupy the main space devoted to it by the daily Press, the Guild, being an educational body, can leave them largely on one side, noting, with some satisfaction, that the presence of those issues seems to supply the momentum necessary to the carrying through of the strictly educational provisions. The fact that the National Union of Teachers, at its Bristol Conference, blessed the Bill (with reservations, of course) goes far to show that the Government have a good case against the objections of the Free Churches if the situation is regarded broadly from the educational standpoint. No one accuses the Union, as a body, of strong Church proclivities. The general outcry against the permissive element in the Bill, allowing the new Local Authorities to refuse to take over the control of primary education, is likely to be supported by the Council in the interest of unification as against friction and overlapping. A great merit of the Bill is that it supplies the framework for a comprehensive scheme of national education. Judicious amendments in the Committee stage and supplementary legislation within the lines of the Bill, as experience proves its necessity, should supply England with what it has for so long a time needed—a logical and coherent educational system.

THE "Handbook of the Teachers' Guild Holiday Courses in France (Tours and Honfleur) and Spain (Santander)" is now ready (price 6d., post free 6½d., from the Guild Offices, 74 Gower Street, London, W.C.). The handbook sets out all necessary information as to the journey, subjects of the lectures, accommodation for students in private families, excursions to places of interest, and so on. The Spanish course is a new departure, and the carrying out of the programme at Santander depends upon there being not less than thirteen entries of students' names by the end of June. The claims of Tours are well established, and Honfleur should attract a full number of entries, as it is on the coast and has a cool aspect—matters of no little importance in the eyes of jaded teachers at the end of the school year, when, according to Mr. Sadler, they ought not to be thinking of holiday courses at all.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Is some sort of knowledge of Latin and Greek, or of either of these subjects, an essential preliminary to higher study?—That is the topic of the month, and a matter of debate from China to Peru. The centre of disturbance is France, and the cause is the new French scheme, important above all just because it is French—that is to say, has for its origin the land where the tradition of Latin eloquence and clearness of thought has been continuously preserved, and where Greek has been assiduously fostered as in a kindly home. Surrendered in France, the humanities are given up to the affectionate contemplation of Englishmen and to scientific dissection by German investigators. That they have been surrendered grows more and more clear to our neighbours as they reflect on the consequences of their deeds. In particular M. Fouillée, in letters to the *Journal des Débats*, exposes with merciless severity the injury that has been done to classical studies in the school. One of his points is well worth consideration in England. If you teach modern languages on the new, and, as it has been styled, *commercial*, system, not as literature, and at the same time damage classical learning, you are ruining *both the humanities* (the ancient as well as the modern instruments of culture). He is very scornful of the *petite élite*. It will be, he tells us, like a bird under the air-pump, free to breathe were not the air withdrawn from it. The *élite* is as sure to be lost as the drop of fresh water falling in the ocean, and will produce as little effect on the national life. We have already expressed ourselves to the same purpose, and have also pointed out, what seems to have just occurred to our Gallic colleagues, that every option of study (and options, it will be remembered, are the essence of the change) is an obstacle to efficiency in the practical working at least of a small school. At the present moment the air is thick with *heraïres*. From that which has official sanction we gather that history will suffer most in the redistribution of scholastic time; Greek is begun, when it is taken, a year later than before, but has five hours a week at once allotted to it.

SWITZERLAND.

The free air of Switzerland has a special attraction for foreign students, who flock to the Swiss Universities in almost embarrassing numbers. In the last academic year the doctor's degree was awarded to 379 candidates, nearly one half, or to speak precisely 179, of whom were foreigners, 74 being Germans, 58 Russians, and 22 Austrians or Hungarians. Forty-eight of the successes fell to women, 31 of them Russians and 6 Germans or Swiss. At Fribourg, where Poles mostly congregate, out of 355 matriculated students no less than 182 were from some country outside of Switzerland. One wonders if American and German students will take as kindly to Oxford as Russians do to Geneva or Berne—wonders doubtfully.

THE UNITED STATES.

Education in America has sustained an irreparable loss by the death of Colonel Francis W. Parker, head of the School of Education affiliated to Chicago University, and for nearly thirty years one of the foremost school-men in the United States. In his power of attracting disciples, and through them diffusing his influence over ever-widening circles, he has had no equal since Horace Mann. His service to education was not that of a scholar, but of an idealist with a belief in the future and a boundless enthusiasm for humanity. To sweep away obsolete formulas and deadening routine, to breathe new life into the school-room, and to make of teaching not a constraint, but an impulse to growth, these were the objects that he steadily and bravely pursued. "His visions," says the *Educational Review* in a brief tribute, "were those of a seer, and his zeal that of a true prophet of the ideal. His passionate love for both Nature and man, his fervent faith in democracy, and his overflowing affection for childhood were the mainsprings of his great nature, and they made him a teacher by necessity as well as from choice. Massachusetts and Illinois were the immediate scenes of his labours, his trials, and his triumphs; but the teachers of the whole country—North, South, East, and West—came to know his face and form, and to feel the uplifting of the inspiration that he gave wherever he went."

Some remarks on co-education by President Harper, of the University of Chicago, may be set down in this column for the encouragement of all true believers:—"The problems which are connected with the life of women in a University located in a great city are numerous and complicated. The experience of our nearly ten years of work has furnished an important contribution toward the testimony in favour of co-education. Not a few members of our faculties, unfamiliar with the advantages of co-education, came to the University prejudiced against it. A large majority of these have become ardent advocates of the co-educational policy. An extended statement might be made of the arguments and considerations drawn from our own experience, which speak unmistakably in favour of the successful working of the system. That co-education is a permanent feature of higher education, not only in the West, but also, within a few years, in Eastern sections, no one can doubt, and there are few to-day who, with an actual knowledge of the

facts, would have it otherwise. It is the simple and natural method of conducting educational work, and the benefits are equally great to men and women."

A writer in the *School Journal* has been treating of a subject that has hitherto received little elucidation. We are all familiar with the phenomenon known as the "breaking" of a boy's voice. He leaves at a certain age the high-pitched tones of boyhood for the deeper ones appropriate to the larger larynx of the man. Then he tries to forget and lose the old voice; he becomes ashamed to use it, and insists on singing bass. In point of fact the transition need not be abrupt and distressing. Some voices make the change gradually and unaided; all can be led to do so by systematic training begun in early boyhood. Boys may safely sing during the change if their preparation has been cared for scientifically; and none need injure themselves, as so many do, by singing bass when the voice is really tenor.

Progress in America is not always along strictly pedagogic lines, and Ruth Bowles is a precocious girl of the "advanced" type who proves the fact. Mention of her here is due to the fact that she has given her name to a leading case in American law. The State *versus* Bowles decides that the penalty for violating the Compulsory Education Act of Indiana cannot be evaded by marriage. Ruth Bowles would not go to school, although only fourteen years old and within the school age. Her mother asked for her commitment to the Industrial School for Girls. To escape this penalty, Ruth eloped and got married. When the bridal pair returned, the girl was arrested on the charge of violating the Compulsory Education Law and sent to the Industrial School to remain until she is twenty-one years old.

Another item of legal news may also be of interest. The doctrine that children cannot recover damages for personal injuries maliciously inflicted upon them by way of chastisement was repudiated by the Indiana Appellate Court in *The State versus Haggard*. The Court said that an error of judgment would not make a parent or teacher liable for inflicting punishment that was too severe when it is administered in the spirit of kindness. One who vents his rage and malice on a helpless child under his care, however, must answer for the consequences by paying civil damages, as well as by submitting to the penalties of the criminal law. In the case above mentioned it was shown that the defendant, a woman, caught a little girl by the ears and beat her head against the wall. This was done with such violence that the child fell unconscious, and was afterwards a sufferer from concussion of the brain. The Court decided that the teacher must pay 2,000 dollars damages to the child. It took the view that a child is a citizen with certain legal rights of his own, in which the State has an interest because of the future position he may occupy in society. The community, caring for his welfare in childhood, cannot allow that interest to be jeopardized by the caprice or ill-doing of those who have authority over him.

The latest report of Columbia University in the city of New York has reached our hands. The general statement, which serves as a preface, reminds us that the University was, in its original form, an English foundation, being established by Royal Letters Patent in 1754, and having the Archbishop of Canterbury as a governor *ex officio*. The College of the Province and City of New York in America, for such was the old title, has grown in numbers and wealth, so that King George the Second, could he see it, would marvel at the wonders that his word called into being. The institution, with the affiliated Barnard College for Women, has 3,632 students on its books, and a staff of 400 professors and other officers of instruction. Those who would learn of the various agencies by which the teachers care for their charges must turn to the report itself. One matter dealt with in it bears, however, on a question of the hour; for the French reform of secondary education (as we stated) has aroused debate upon the necessity of Latin as a matriculation subject. It may thus be appropriate to consider what are the requirements for admission to Columbia, and the more appropriate here because the method of testing fitness is unfamiliar in England and pedagogically interesting. We may call it the *method of points*. Every candidate for admission to the freshman class is required to offer at the entrance examination subjects estimated at fifteen points. The several subjects are expressed in terms of units. The unit is a course of five periods weekly throughout an academic year of the preparatory school; and units or points are assigned to the subjects in accordance with the time needed to get them up for entrance at college. Writing, for the sake of brevity, E. for elementary, I. for intermediate, and A. for advanced, we reproduce the table of values. Every candidate must offer English, counting 3 points, and E. Mathematics, also counting 3. The candidate may offer any of the following subjects without other restriction than that to offer an advanced subject involves the offering, either at the same time or earlier, of the corresponding elementary subject:—E. Latin (4 points), E. Greek (3), E. History (1), I. French (1), I. German (1), A. Latin (1), A. Greek (1), A. History (1), A. Mathematics (1), A. Physics (1). The candidate may offer not more than four points in all from the three subjects following:—E. French (2), E. German (2), Spanish (2); and not more than two points in all from the five subjects following:—E. Physics (1), Chemistry (1), Botany (1), Physiology (1), Zoology (1). Our readers will see that the student has no difficulty in making up his fifteen points without either Latin or Greek; on the other hand, there is a certain premium on these two

subjects, since the nine points from optional subjects can be got at once by taking both. The pedagogic interest of which we have spoken lies in the assessment of University demands in terms of the school timetable.

The newspapers will have related that the buildings of Wooster University, Ohio, were recently destroyed by fire. We supplement the intelligence with a detail that should not be lost. At a quarter past four in the morning, while the flames were still raging, the Faculty met in the basement of the library, and, after special prayers of unusual solemnity, telephoned to the students in the various houses that Friday's examination would be held on Thursday. We record the incident in no flippant spirit, but with sincere admiration for the truly pedagogic attitude that the professors displayed. They have surely rendered their fire memorable in the world of teachers, whose burden it is to discharge simple duties at the risk of ridicule for their very earnestness. A restoration fund was immediately set on foot, and 350,000 dollars have already been subscribed, 100,000 dollars coming from the bountiful, inexhaustible purse of Mr. Andrew Carnegie.

NEW SOUTH WALES.

Several well known Englishmen have reaped wealth and distinction by teaching in Australia. What are now the prospects for English teachers there? That mine of useful information, the *Year-Book of New South Wales*, enables us to answer the question at least for one of the federated colonies. The State undertakes the task of providing an extensive teaching staff, by means of training colleges and a system of examinations for pupil-teachers, from the ranks of the pupils. This, combined with the fact that the examinations for teachers are more stringent than in the United Kingdom, renders it practically impossible for the ordinary British school teacher to obtain employment in the various State schools. In the higher branches of education the Sydney University affords advantages and facilities beyond the reach of private individuals. There are, however, numerous private high-class educational establishments scattered throughout the State, and competent instructors, content with moderate salaries, are occasionally in demand for these. The most likely openings for teachers desirous of settling in the State will be found in connexion with commercial education, the importance of which is now generally recognized, periodical examinations being held in connexion with the Sydney Chamber of Commerce.

Although the importance of the study of languages is generally recognized, and French and German are supposed to be taught in many of the colleges and schools, the number of competent instructors is limited, and there are few, if any, capable of teaching other modern languages, such as Spanish and Italian. Those capable of imparting instruction in these might be enabled to secure engagements from various collegiate institutions as opportunities arise.

INDIA.

Sir Harnam Singh has given 50,000 rupees to establish a number of scholarships for the assistance of poor Indian students in the Punjab. The trust will be managed by a committee, and rules for its administration are now being framed.

A University Commission is sitting at Madras with a wide scope of inquiry. Among the subjects to which its attention is being directed is the establishment of a teaching University; for the Madras University as at present constituted, although not a purely examining body, does not adequately perform the functions of a University in supplying instruction. Again, witnesses are being invited to give an opinion on the advisability of organizing B.A. Honour Courses, no distinction of pass and class having hitherto been drawn among candidates for the first degree. The old controversy between Government and aided colleges is being revived before the Commission, and proposals are reaching it for the reform of the Syndicate and the Senate. One of the most pressing wants of the Madras University is a good library—might not English hands well be extended to make good the defect?

A hopeful sign of progress in India is the liberal expenditure of labour and ability in the translation of text-books into the native languages. Euclid done into Telugu is the latest example of which we have knowledge. Education through the vernaculars is what pedagogy and common sense prescribe for the intellectual development of the country.

CANADA.

We have never been able to understand why educational statistics take such an unconscionably long time to dress, since nothing is required to prepare them except a type-writer and the four simple rules of arithmetic. After this little grumble we may thank the Minister of Education for the latest issue of the Educational Report for the Province of Ontario, the figures in which bring us down to the year 1900. In that year the total number of registered pupils was 462,494, with an average attendance of 263,181; in 1867 the average attendance was 163,974, so that the progress indicated is satisfactory. About 22 per cent. of the entire population were enrolled in the schools, whilst it appears from the report of the American Commissioner of Education that in the United States a little over 20 per cent. of the people attend school. If we take all the circumstances into account, the colony is more points to the good than would at first be thought. The total annual expenditure on education is four and a half million dollars, or

nearly ten dollars per pupil. We observe with pleasure that the system of kindergarten instruction, first introduced into Ontario in 1882, and subsequently, by the Public Schools Act of 1885, made part of the school system of the Province, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. The report showed that in the short space of ten years 69 kindergartens had been established, with 160 teachers, attended by 6,375 children under six years of age. In 1900 the number of kindergartens has increased to 120, with 250 teachers, attended by 11,234 pupils under seven years of age.

SOUTH AFRICA.

Loyalty inculcated through the school is now the order of the day in most British colonies. The principle has given rise in Cape Colony to a not unhappy imitation of American methods. The Superintendent-General of Education has established a "Victoria Day" (24th May, or, in this year, 23rd May), and hopes that the real significance of the holiday will be brought home to all pupils. Teachers, he observes, could not do better than spend a portion of the school day on Thursday, the 22nd, in recounting briefly the story of the great Queen's life, and in drawing attention to the high qualities of heart and mind which made her loved and revered far beyond the limits of her own wide dominions.

On Degree Day at the Cape University the Vice-Chancellor (the Hon. Sir John Buchanan) was exceedingly felicitous in surveying the past of education in the colony and in mapping out its field for the future. We extract one or two paragraphs from his speech. "The time," he said, "is within the memory of not a few of us when the only schoolmaster available to many youths scattered through the more sparsely populated districts was the runaway soldier or sailor, or perhaps one of the sad failures of civilization who had drifted into the wilds, there to eke out a miserable existence. Now the Education Department, by means of farm schools as well as by locating in almost every village some teaching centre, has remedied this condition of affairs; and the establishment by the University in 1874 of school examinations has gradually raised the standard of education, and secured something like uniformity of teaching throughout the schools of the Colony."

We quote with particular satisfaction the fine peroration of his address: "Before concluding I would say a word or two to young graduates. It is hardly necessary to tell you that we stand at the opening of an historical epoch of vital importance to our land. Peace will have to be restored to war-ridden South Africa, deep wounds will have to be healed and unity laboured for. The education of our people is necessary to dispel the mists of prejudice, born of ignorance, which prevent the growth of the feeling of mutual respect, the precursor of mutual co-operation and of mutual regard. The diffusion of accurate knowledge offers the surest foundation for united progress, prosperity and happiness. At the least it should indicate the existence of common interests and lead to common effort. In the inevitable course of events the control of such matters will soon pass from the older men. Are you qualified to take the places which they must vacate? Will you seize on the golden opportunity offered you, or will you stand idling while others usurp your birthright? You may have concluded the taking of degrees, but you have not finished learning. You have also to assume the task of applying what you have been taught to your life's work now unfolding itself before your vision. As Goethe says, 'All education should lead to action.' Enter, then, on your labours with all the vigour and energy of youth. Listen to the call of duty: imagine a noble ideal and aim at high accomplishment. Above all be true, true to your best selves, true to your King, true to your God. Let me cite Emerson to you: 'He serves all who dares be true.'"

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"THE POET'S POET."

"THE Poet's Poet" one hath called thee, Keats;
The light tongue knowing not what praise it gave
For such are not these rhymers of the streets,
But Nature's self—a Sappho sweet and grave.
He hears a rolling Epic in the wave,
The wind a fitful Elegy repeats,
The rainbow hath a Sonnet's numbered sweets,
And bright Anthologies the woodland pave.
Thy book is one with Nature's. Here are embers
On moss-grown altars, flowering into flame;
Huge sorrows, like the snows of all Decembers
Heaped upon mountains; and the hushed acclaim
(Of fir woods filled with what the wind remembers
Of wide tumultuous waters whence it came.

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SECOND THOUGHTS ON THE BILL.

LAST month we considered the Education Bill only in its broad outlines, postponing till it had passed the second reading any criticisms in detail. For this we must wait yet another month; but in the interim something may be said as to the reception it has met with in the press and on the platform. Individual utterances are quoted and commented on in other columns, and we will here attempt to form a general estimate of public opinion as far as it has declared itself, and to balance against one another the parties that will support and the parties that will resist the Bill. What does the profession say? That is the first and most important factor to determine. Both in numbers and importance, the National Union of Teachers must rank as the "prerogative tribe," and the Bristol Conference passed an almost unanimous resolution in favour of the Bill. They, in common with ourselves and nearly every educational authority, took exception to local option; but we may now assume that this fatal objection will be removed. It is not hard to conjecture why these permissive clauses were introduced in the first draft. Compulsion, so Mr. Balfour argued, is not always the best way to secure uniformity; let us wait for a mandate (our friend the Duke is still whistling for a wind); give them time, and the County Councils will themselves ask to be compelled; then, like the lady in "Don Juan," we will consent with a good grace.

From other bodies of teachers there has been as yet no public pronouncement, but we have sufficient grounds for stating that the College of Preceptors, the Teachers' Guild, the Association of Head Masters, and the Association of Assistant Masters all regard the Bill with favour.

When we turn from the teachers to the churches a very different aspect presents itself. Open war is declared, and the battle is set in array: on the one side the Established Church and the Roman Catholics; and on the other the Liberation Society and the bulk of the Dissenters. It requires the boldness of a Chamberlain to interpose in such a quarrel, and the peace-maker is like to share the proverbial fate of the arbitrator between man and wife. Yet, without approving Mr. Chamberlain's special pleading (we hold no brief for the Bill), we venture to urge on our Nonconformist friends that the Bill does offer the basis for a fair compromise. You have, we would plead, all along supported denominational schools by paying taxes, and a rate aid involves no new principle. The real question for you is whether you

will get your *quid pro quo*, and your true policy is, so it seems to us, not to pose as city Hampdens or loud and glorious Miltons, but to endeavour yourselves to secure that the public management conceded in return for the rate is a reality, and not, as your political leaders assume it to be, a hollow semblance of control.

As this is the point on which we foresee that the debate in the House will mainly turn, let us look more closely into this section of the Bill. By Clause 8 of Part iii. the Local Education Authority has the right to appoint one-third of the whole number of managers of a voluntary school. It has also the power to regulate the secular instruction, to inspect the school, and to audit the accounts. It has also a vote on the appointment of teachers, but this vote must be exercised only on educational grounds. The plain man without either political or religious prejudices will assuredly see here something more than a hollow semblance of control. True, the voluntary managers will always be in a majority of two-thirds; but is it nothing that the principle of public management is for the first time admitted? Suppose for the sake of argument that the minority representing the public are as powerless as the present Opposition in the House of Commons, and that abuses continue unchecked: will there not then be an irresistible argument in favour of raising their number and adding to their powers? As a fact, we do not believe that any such necessity will arise. The third will have behind them the power of the purse. If the alterations and improvements in the buildings that they think needful are not carried out, if the staff is inadequate or the teaching incompetent, they can report to the Local Authority and hold *in terrorem* over their co-assessors the cutting off of supplies and consequent closing of the school.

One obvious amendment is required both by logic and common sense. In clause 8 (1) (c) read: "The consent of the Local Authority shall be required to the appointment and dismissal of teachers." Clause 9 must be likewise amended; we should prefer to see it cancelled. The only other point we propose at present to raise is the constitution of the Education Committees. As it stands, this is far too elastic and undefined, and in this respect, too, the Bill must be made more rigid. First, at least one-third of the Committee must be required by statute to be members of the Council: the two bodies must be kept in close touch; otherwise, even if they do not come to loggerheads, all the business will have to be transacted twice. Secondly, each County or County Borough Council must act through an Education Committee, not through a committee or committees, as in the Bill. The Bill apparently would sanction the appointment of one committee to deal with primary and of another to deal with secondary education, though such a bifurcation would run counter to the ground-principle of the measure. Thirdly, educational bodies, such as School Boards, must be given by statute a *locus standi* and not depend for recognition on the will and pleasure of a County Council.

Schemes for Education Committees must, it is true, receive the sanction of the Board of Education, which is made in all matters of dispute the final court of appeal. This is some safeguard, but, unfortunately, the existing Board of Education are not brethren who dwell together in unity, and the decision of a court on which Sir John Gorst and Sir George Kekewich sat would probably not be unanimous.

In spite of Mr. Acland and Mr. Bryce and Sir Joshua Fitch—and we freely confess that to find ourselves differing from three such authorities gives us pause; all three educationists first and politicians afterwards—in spite of these and many other eminent opinions, we still hold with Dr. Oliver Lodge that the Bill is a strenuous and conscientious effort to legislate in the right direction, a statesmanlike attempt to grapple with the numerous difficulties that let or hinder a national and democratic system of education.

THE proposal of the London County Council to establish a day training college in connexion with the University of London has taken shape, and a Board of Governors has been constituted for the college, including Mrs. Bryant, Miss Gladstone, Sir Joshua Fitch, the Rev. T. W. Sharpe, Mr. Lyulph Stanley, and Mr. Sydney Webb. It is proposed to open the college in October. The course is schemed mainly for primary teachers, but secondary teachers will be admitted.

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"The immediate principal end of punishment is to control action. The action is either that of the offender, or of others—that of the offender it controls by its influence, either on his will, in which case it is said to operate in the way of *reformation*, or on his physical power, in which case it is said to operate by way of *disablement*; that of others it can influence no otherwise than by its influence over their wills, in which case it is said to operate in the way of *example*."

BENTHAM, from whom I have taken this quotation, goes on to point out that there is another, a collateral, end served by punishment, which is the gratification of those injured, directly or indirectly, by the offence; but this end, he says, must never be taken as the main end of punishment, and in dealing, as I now do, with school punishments exclusively, I have no scruple in disregarding it altogether, for this reason, if for no better, that at school the person chiefly offended is the master, and the master is in the position of a judge and must keep himself aloof from all personal feeling, whether of pleasure or of pain. Only in those cases where personal concrete loss has been suffered by an individual can this collateral end of punishment be taken into consideration at school; such cases are comparatively rare, and can probably be met from the injured party's point of view by causing restitution to be made. Hence in discussing the question I have brought before you we can start from the three main ends of punishment, and these I shall call by the names respectively of reformatory, prohibitive, and exemplary. With them clearly before us, I trust that our discussion may prove not unprofitable.

I do not think I need apologize for introducing the subject by a quotation from one of our great social writers. School is but a small world, and in outline the rules that apply to the macrocosm will apply to the microcosm of school. But qualifications are necessary. Though school is a small world, its inhabitants have not yet reached the fullness of the stature of men, and hence we schoolmasters and schoolmistresses find problems confronting us somewhat different from those which beset legislation or the efforts of the social reformer. Let us look for a moment at the three main ends already named. One of them, the prohibitive, it is at once evident, has little bearing, if any, upon school life. We can apply it only in a few cases, and the sole form, one may almost say, of any importance it can take is that of final expulsion. Hence I need, for the rest, say very little about it, but shall confine myself more to the two other ends named—the checking of the offender by way of reformation, and the checking of others by means of example. In life these two ends can be readily distinguished, in theory at least and usually in fact; at school, on the other hand, they are almost always concurrent; for every school punishment must aim at reformation, and, as in most cases, the punishments are inflicted before a class as a whole, and the reasons for them, if not obvious, set forth, they serve as examples as well. Hence, though school is a small State, we must not press the parallel too far. If it is a State, it is a State under despotism—a despotism tempered, perhaps, by a show of popular consultation and a delegation of authority to some of its more enlightened citizens, but in the last resort a despotism of the purest type. And this is necessary; for how shall those whose wills are yet unformed, who have no knowledge of life, no experience of the multifarious and confusing cross currents which form the play of civilization, whose reasons are so undeveloped that they can see only one element in a complicated puzzle of conflicting motives and whose powers are so weak that they cannot defend themselves against dangers—how shall such as these be left to stand alone, to develop their own scheme of self-government, to evolve morality without guidance? Hence no excuse is needed for not considering punishment from the point of view exclusively of social reformers, though the theories of thinkers in this domain of life may help us in the start, and, if qualified by the recognition of the peculiar circumstances to which we have to apply them, may be of value throughout our discussion.

But, before I weigh the nature and the quantity of the punishments that, in view of the main aims which their infliction should always have, are desirable, one difficulty has to be faced. There are theorists who hold that school should admit of no

* A paper read before the Eastern Branch of the Association of Teachers in the Secondary Schools of Scotland.

punishments at all. I have heard of one school where it was attempted to turn this theory into practice. How the scheme worked I do not know, but the school was kept by a gentleman of no small scholastic fame, a gentleman well known, I believe, in this neighbourhood. The experiment has always struck me as wonderful, and I hope some lady or gentleman here present will be able to give us his or her personal experience of a school conducted on these lines. Speaking without knowledge, but criticizing in the abstract, I find it very hard to conceive how such a theory could be carried to a successful issue under ordinary conditions. Partly the question turns on what we mean by punishments. Is it punishment, for instance, to insist upon a boy who had neglected his work or not done it well doing it or doing it over again, as the case may be? Such treatment, I always hold, should not be viewed as punishment, if we would take the strict standpoint; yet in the boys' eyes undoubtedly punishment it is, and it certainly aims at achieving those results which school punishment has in view. If we do not insist upon such a practice, we surely are assuming that children will from the right motives always do just that which is right. Can any one seriously maintain this doctrine? If he has succeeded in finding it practicable, certainly his experience has been more fortunate than mine; perhaps he hails from some blissful Utopia. I can only imagine one set of conditions under which it seems to me that such a theory could be strictly carried out, and that is that the master or mistress has such a hold on the respect and affection of the children that from fear of his displeasure they will never go wrong, or, still better, from fear of causing him grief.

Let us see what the theory, strictly enforced, means. It means, in the first place, that, whenever a child neglects his work, or does not act up to his full powers, the utmost that may be done is to administer reproof; yet even reproof is a form of punishment. Disobedience, again, can only be met by similar measures. What if it is repeated, and is habitual? Grosser faults—lying, stealing, impurity—how are they to be met? Reproof may do something; but is it, or is it not, punishment? Is it sufficient, or is it not, to prevent the recurrence of the fault; and, if the recurrence of the fault is not prevented, does there not remain the grave danger that, with all the respect due to the attempt to allow a child to improve by constant struggle against temptation, we should meantime permit bad habits to grow, through inadequate effort of the will, and thus put off the final victory considerably longer than would otherwise be the case? It is largely a question of comparative values. Is it better to resort to stern measures at once, in the hope of fostering a good habit, even though, to begin with, that habit be based upon the poor and mean motive of fear; or to leave the child unlimited freedom, in the hope that his self-reliance and power to master evil from nobler motives will grow of itself—more slowly, no doubt, than on the other line of action, yet equally, if not more securely, in the final result? Could we be indeed secure that it would thus grow in the final result, we should all be willing to adopt this course, as risks there would be none; but we have to remember that we have little security of the final victory of good in the case of wills which are still weak and characters whose development we cannot forecast, more especially as we are leaving the young exposed to the full force of temptation, with little to help them to overcome it, save a motive whose inadequacy we have already seen proved by the first error of which they have been guilty. Does not the whole training of youth rest upon the theory that we must form good habits, that such habits are the best safeguard against succumbing to temptation, and that we must from the very first try to suppress all tendencies in the opposite direction, remembering that every temptation not conquered means a serious victory of the foe? Those who are still both weak of limb and feeble in knowledge we think it right to guard from danger; and this, in the case of physical dangers, we can do, with some success; the more subtle temptations, involving moral harm, we can, unhappily, not guard against so well, simply because we cannot know when they will come or in what strength. Hence it is needful to bring to bear upon the child a force that will aid him and be always present. We must store in his memory the recollection of an unpleasantness, which will never cease to shoot forth its sting when he is in danger of succumbing to a temptation he has already faced once and not conquered, remembering that by the mere fact of failing to conquer he has been weakened in his struggle

for the future. And, after all, is it not a law of Nature that the infringement of an ordinance shall bring pain and punishment? The punishment is long delayed in many cases, but I should be reluctant to think that it was not sure. Are we not, then, teaching a great moral doctrine by bringing punishment into play immediately after the offence—the doctrine that, in this world—or, at least, in this society, as now arranged—certain actions are to be avoided, because hurtful to the individual, and hurtful, also, to the race? Were we dealing only with children in isolation, we might, perhaps, abandon our punishments altogether; we should be much nearer to the child, and could win a stronger hold; moreover, we could watch and warn with greater certainty—yet, even so, might we not weaken the power of initiative and impair self-reliance? But, at present, I have to deal not with isolated children, but with children in masses, and hence to consider not merely the effect of the two processes of treatment upon the one child, but also their effect upon others—non-offenders. However sure we may be that in an individual case the absence of punishment may in the long run be effectual, we can hardly expect that the young onlookers will know all that has passed in the way of a struggle against temptation in the mind of the culprit who has risked punishment. They will see only the outward result; and that result, at first, will be not improbably a second fall. The final good result which may be the eventual outcome may only show itself after years. Meantime, others will fail to trace it, will lose the force of a strong example. Shall we not have exposed them unjustifiably to temptation? Such a practice—the practice of forbidding punishment altogether—seems to me to require, if strictly carried out, either that the children should be phenomenally good or that the master should be phenomenally strong—neither condition very likely to be fulfilled. In exceptional cases, it is just possible that the theory might work, as the world is at present. I cannot accept it as an adequate theory for schools at large.

There is a striking account given by Count Tolstoi of a village school managed by himself on his estate in Russia, where original views on many points are expressed for which I must confess that I have a sneaking sympathy. Among other features of this strange school, where the children are allowed apparently to do absolutely as they please, is a total absence of punishment—a feature, it seems, from one story told, not present to Count Tolstoi's mind at the first, but one which became a cardinal principle. Certainly the effect recorded in one instance, where a boy was labelled "Thief" for days, is one which must be familiar to every observant teacher—the effect of hardening the criminal and preventing any efforts at self-improvement. The danger is one we are too liable to overlook. We get into routine methods; and, owing to the fact that it is our duty to dispense justice which may appear to every child under our control to be even-handed and impartial, we are liable to adopt an apparently simple method—the same punishment for the same offence. Such a rule, though excellent from one point of view, has the great disadvantage in dealing with the young of making justice seem impersonal—an iron law of Nature, instead of being the expression of a sense of righteous indignation at wrong done—an interference with the rights of others or with the moral law. Moreover, it causes us to overlook the fact that the moral quality of precisely the same act in different children is very different, and therefore deserves a different penalty.

We have to reckon with varieties of disposition, so need often to know with accuracy the different force of temptation, the different strength at command in the effort to resist it, and last, but not least, the varying effect which the same punishment will produce upon varying natures. Certainly the abolition of all punishments enables us to avoid these great difficulties, and in his own school, Count Tolstoi is convinced—indeed, he seems to hold the same of all the world—that the method of non-punishment is the only true one. Among ourselves who are living in a more advanced state of society, and under conditions where we are compelled, whether we wish to or no, to bring pressure to bear upon children and to force them along a narrow and not too interesting path, it may well be doubted whether we could act upon his lines. And, after all, the proof of the real value of the system is not to be found at school. Before passing a final judgment we should want to know what kind of character was produced in after life by this system of discipline, or rather, I should say, no discipline at all. And

here we come face to face with one of the main difficulties of all educators, not merely in their punishments, but in all that they do. The great school is not the school which keeps perfect order and regularly exacts its proper quantity of work well and neatly done, not the school where no stranger could find any fault, not that which sends its pupils with flying colours through examination and reaps for itself a rich harvest of mammon and the admiration of mammon-worshipping parents—no, the great school is that which turns out its pupils well fitted, on the lower plane, for the battle of life, so as to earn their living well and to face trials in this effort with manfulness and perseverance; on the higher, to act always with a moral end before them, doing good to others as well as to themselves. And who can say, while children are still at school, how far the school attains these ends? The result can be judged not till long years later, long years after our pupils have left us, long years, it may be, after we ourselves are dust; but our works live on, and, if rightly done, may produce an influence spreading from generation to generation, though the seed from which the crop has sprung may be no more traceable either by our own sight or by that of others. It is this formation of character which we have to consider; this is the test by which punishments must be judged; but judgment is not possible at the school itself. Life is the great decider.

There remains another theory of punishment at school which it is impossible to pass without a word; for it leans upon the influence of a great name—great in social philosophy, great also in education. Mr. Herbert Spencer's view is well known—that all punishment ought to be the natural outcome of the offence. I have seen it urged against this view that there underlies it a false conception of children's nature, and that, as a guide to practice, it is quite impossible. With such sweeping strictures I cannot agree. Difficulties in practice there may be; but, as a principle, the theory is, I am convinced, sound. As in the case of Tolstoi, it is useful to have our methods criticized by an outsider. I have noted elsewhere the important and curious fact that many of the great educational reformers have not been schoolmasters at all. Schoolmasters—dare I add schoolmistresses?—have much to learn from outsiders, even from theorists whose views we think at first impracticable. I am convinced that the appeal to Nature's methods—or shall I say the methods of our human nature as at present shown in our particular society?—is, at bottom, good; but we must remember that the treatment which Nature seems to give to adults is not necessarily to be a guide in dealing with the young. Still, that the penalty should fit the crime is surely our universal end if we punish at all; the only question is one of means—how can that end be best attained? I do not suppose that even Mr. Spencer would fail to approve as a sound piece of practice Mr. Barnett's recommendation of a good whipping to a child who persisted in sliding down the banisters in a really dangerous place, though he had been told not to do so. The risk is too great to leave all to a natural penalty. We should kill the patient in order to cure him. But surely such instances may be treated as exceptional. If we take Mr. Spencer as our main guide, we do not thereby renounce the right to exercise our reason and disregard the rule in cases where it seems imperatively necessary. We are overridden by a higher consideration—the maintenance of life or the prevention of serious injury. But this is only saying that the principle is not dominant, is not a law of science admitting of no exception, and yet it will carry us far. If a boy is late, he should stop in; if he has not done his work, he should be kept to do it; if he goes out of bounds, he should be limited to places where he can be watched; if he tells a lie, he will be disbelieved in future. Dropping a pen means leaving it lying and inability to do the work at the time, and consequent loss of time hereafter; and, were it not for the pressure of outside agencies, I make little doubt that we could act on such a system almost without exception. Unfortunately, we are driven by other considerations, and many of those punishments which are not natural are inflicted with a view to saving time, and yet effecting some reform in the offender. It is one proof the more of the unsatisfactory conditions under which our schools are at present conducted. But it is worth our while, and worth much thought, to try to adopt such punishments as arise spontaneously and naturally out of the offence committed. No resentment can be felt, and the punishment will be remembered. Moreover, the justice is apparent to every one, and, if ingeniously in-

flicted, will cause others some amusement, thus impressing it upon them as well as upon the offender. Doubtless it is difficult always to see what is the so-called natural punishment; but the resultant gain is worth an effort. If the effort produces nothing else, it, at least, prevents us becoming mechanical, and that is always of vast moment at school; for, after all, to use Thring's words, our greatest enemy is monotony.

The two main aims of school punishment, as I have already pointed out, are, first, reformation, and, secondly, example. They overlap one another much, but yet are, to a certain extent, distinct. Dealing as we are with those who require training, the former end must be supreme, unless, indeed, any one holds the view that children are born perfect and require no correction. Now, from the reformatory end of punishment, there follows one important principle for practice—that our punishments must be as light as is consistent with the attainment of the aim we have set before us. Of two punishments of unequal severity, choose, I would say, the less; and this you can afford to do even when you are not quite certain that all the effect you desire will follow. Experience will show whether it is enough; if not, you will know how to act in future. This principle will carry you far and do much to diminish the objection felt by children to any punishment at all. Certain it is that severity of punishment is a fruitful mother of mischief, producing a rebellious spirit, and, worse still, a tendency to deceit. In my own case I know that when I started as a schoolmaster, owing partly to a belief that, in the long run, severity was the most merciful course, partly to ignorance of the real weight of the punishment as it falls upon a child, I was inclined to punish out of all proportion to the offence. I have grown wiser since, and, as years have passed, have, I believe, been steadily diminishing both the quantity and the quality of my punishments. But it has to be remembered that in all cases—with only rare exceptions—a beginner must needs be more severe than one of longer standing and older years, partly because he will not, in an ordinary case, have yet developed all the moral force which goes so far to render external punishments unnecessary, partly because his class will not know him thoroughly for some time, and will be inclined to speculate whether he means business or not. But a good test of progress for every teacher is to dispense with punishments more and more. From objective punishments we pass to words, from words to looks or even a finger movement—the less the better, provided the offence is checked, and checked for ever.

The great point to bear in mind always is the weakness of children's wills. Many and many are the cases where punishment is inflicted for what is not really an offence at all, but arises from the natural activity of children or weariness at a lesson overdone, or from too long confinement and inability to find a legitimate outlet for that spring of energy which is constantly flowing. Here is one of our most difficult tasks—to distinguish between a wanton fault and what is merely the almost unconscious outcome of a child's being or surroundings. Restlessness, so often visited by punishment by the inexperienced or the unthinking, is, for the most part, a sign of life; suppression of it is not good, unless it actually prevents work. And even then a change of position is often all that is required, or a minute's break in a tedious lesson in order to allow a short free talk or some other refreshment of the exhausted energy. We should, when we punish, not look at the offence alone, but also at the cause from which the offence springs; remove that, and the offence will vanish with it. Sometimes the cause lies distinctly in ourselves—ill-health, strange mannerisms, dullness, voice—many things will produce an irritability in the children which it will require some thought to divine. But divined they must be if we are to produce the best result. In general I am certain that the most effective cure for the great majority of faults—even at times for serious ones—is a quiet talk in private with the offender. I know that in my own case, when I have thought it necessary to use the cane, I have always found that the most important thing is to talk to the offender for some time beforehand. Boys have told others that they did not mind the caning, but they did mind the—expressive term—"jaw." I hope the ladies are not shocked at schoolboy slang.

On the question of how far an offence is wilful, committed with full consciousness of its bearing, how far, on the other hand, it is due to thoughtlessness, and is the natural outcome of a child's activity and love of experimentation, we have to be very careful. Offences of these two very different kinds must

by no means be confounded, else not merely does the child feel that he has been unjustly treated, but he is liable to pass, from mere devildom of despair, from the one class of acts to the other. Such a result means that by our system of treatment we have actually degraded instead of improving. Could any condemnation be more severe of our fitness to be the rulers of children? But, if a boy feels that a clear line of demarcation is drawn between these two dissimilar acts, not merely does he recognize that we are trying to be just—and the feeling of justice must on no account be tampered with—but he is inclined to avoid the more serious faults from his approval of our treatment of him generally. In dealing with these divergent offences we should, if we can, make our punishments differ, and differ in kind as well as in degree. For involuntary offences, or offences of ignorance, usually a word will be found enough; for the others it may or may not be enough, according to the child's disposition and the hold possessed by the master or mistress. But much harm is done by the failure to distinguish offences of these two kinds. Every one who has been unfortunate enough to occupy the position of head of a school must know the difficulty in which he is at times placed by the injudicious action in this respect of his colleagues.

Another most vital point to bear in mind is that we must always be quite sure when inflicting punishment that the offender knows precisely for what it is inflicted and understands that the offence deserves punishment. In some cases this can be taken for granted, but I have been astonished to find, when cases have come up to me on appeal, how often the boy has not known his offence, and even in some instances has not been told that he was going to be punished at all. I should not have thought it necessary to mention what must strike you as so elementary a point if it were not that I have found it overlooked not infrequently. Nothing can well irritate the sense of justice more, nothing more discourage efforts after good, than to feel oneself, as must happen in cases like this, in the hands of a mysterious inscrutable providence which one does not believe to be infallible. All confidence is checked, all trust destroyed; the master becomes a tyrant, to be met with those weapons of secrecy and annoyance to which a tyrant is fairly exposed. Nothing is ever lost by explaining reasons. Sometimes they may be too serious or too lengthy to be discussed before the whole class, but discussed with the offender they must be somehow, and usually in the more important cases the gain is greatest if we discuss them in private. Such private talks give us the finest opening for training to good moral reasoning; it is frequently true that a boy does not realize, unless it is explicitly put before him, the universal nature of all action, and the chaos his conduct would bring into society were it adopted as a model; but this universal character of morality I have rarely found a boy incapable of realizing, when he was rightly approached. Law for one is law for all, and one of the first steps in morality is to thoroughly grasp this fact—a step not difficult, happily, to make, as our sense of justice often leads to it unconsciously to ourselves. Reason then, I say, with those who have done wrong; make sure that they understand why you punish them and why you measure your punishment to the exact amount inflicted; you enlist the wrongdoer's own conscience on your side, and then you need fear for nothing more.

F. H. MATTHEWS.

(To be continued.)

ORAL TESTS IN EXAMINATIONS FOR CERTIFICATES IN MODERN LANGUAGES.

By J. J. FINDLAY.

THE "reform movement" in the teaching of French and German has at length reached the inevitable issue—a conflict with the traditional methods of examination. The same issue has been met and fought out in science teaching; there are now only a few ultra-conservative institutions, such as the London University, which still maintain the old follies of examining a candidate for matriculation in chemistry or physics solely by means of a paper of printed questions. Examining bodies (all such as are closely in touch with the daily business of schools) have come to see that the "simultaneous" printed examination paper, scattered broadcast over a country, will simply not work in the case of practical studies. The casual

"presiding examiner" is discovered more and more to be a useless person, and is to be replaced by a professional person, an examining inspector, whose special training qualifies him to take a responsible share in the award of public certificates.

The science teachers have led the way; now the modern language teachers are following suit, and their claims are putting our examining bodies in a very pretty dilemma. Their attack is all the more effective because they have been abroad; they have visited countries—not so far away after all—where "locals" are unknown, where many thousands of certificates are given of great public importance, and where examinations are held with the confidence of an entire nation, but without any of the machinery which the Civil Service Commission and the boards of examiners consider so indispensable in this country. Any day it may happen that some enterprising modern language teacher may publish a full report on these foreign ways of doing things, and insist that the people who control our public certificates should read his report!

The pressing difficulty now confronting the boards may be formulated thus:—Here are candidates—any number from one hundred to ten thousand—scattered over the country, desiring you to testify, in return for reasonable payment, that their knowledge of French is a real thing; that they can use the language, within limits, in speaking to you, as well as in writing. How are you to arrange a satisfactory, and at the same time cheap, test? True, some presiding examiners know French, but do they know how to test the French of a boy of fifteen?

Another difficulty comes on the heels of that. Some schools are trying to teach French properly—as an art of speech—not only to candidates, but to younger pupils. They are asking their examining boards to send an examiner who is competent to test their work. Of course, in theory, we are all competent for any task of this kind, but, even if we can talk fluently in French, we get into trouble when we try off-hand to make a fair examination of a year's work in elementary French on the new methods.

Under the circumstances it seemed worth while to the staff of a school where modern languages, as such, are taught, to make a non-official experiment by way of helping to solve those difficulties. Since this particular school works under the Central Welsh Board, it has every motive for trying to push this question forward. The Central Welsh Board has realized how favourably situated the Welsh schools are for making progress in modern languages (especially French, English, and Welsh), and is doing its best to encourage work along the new lines. The regulations of the Board, not only in French, but in all branches, offer a freedom of initiative to the schools which is unknown at present in England.

This school happened to receive an unofficial visit for a few days from an examining inspector whose name is well known to the readers of *The Journal of Education*. He had been acting during the previous year as one of the oral examiners under the Central Welsh Board, and hence was familiar with the problem as it presents itself in Wales at this moment. With his assistance we proposed to answer two questions:

1. Given a lower form of say, thirty pupils which has been learning French for two years. An examining inspector visits the school any time during the year, and desires to satisfy himself as to the standard attained by the form in French, so as to be able to write a detailed report on the French work, not on individual boys, but on the class as a whole. How shall he act? How long will he take? What reliance can be placed on his report?

2. Given a group of, say, twenty candidates who have been taught together with a view to a junior certificate. An examining inspector has to certify, towards the close of the school year, that so many have passed, so many failed, so many gained "honours," specifying each by name. How shall he act here? How long will it take? What reliance can be placed on his report?

This last query indicates an uneasy feeling which may soon get abroad, if examining bodies embark on this venture of oral tests without caution. An examiner of papers can shield himself behind the results of written answers, corrected in the remoteness of his study; but when he comes face to face with candidates, whose future depends upon *his* skill, as well as theirs, trouble will arise if the oral test is treated as a casual amusement for a superior gentleman from Paris.

In making our experiment we decided beforehand (1) that

the oral questioning should be based upon the syllabus of work done by the class, not on the examiner's fancies as to what boys of a given standard "ought to know." If the examiner thought that the syllabus was too meagre, he could report his view to his board. (2) This excluded stock conversational phrases, since the reformed teaching of French is not intended to train boys to act as couriers or conversation makers in French hotels.

Test I. (for lower forms).—The examiner prepared himself by running over the teacher's notes of lessons, comprising the syllabus of work started at the beginning of the school year. This included a series of pictures relating to France:—geography, history, manners, &c. The examiner also listened to a lesson given in the ordinary course by the teacher. These preliminaries occupied about two hours. He then took the class for some forty minutes, having before him a list of the names as they sat in their places, so that he could pick out certain boys and handle their minds more thoroughly if he wished.

Allowing a quarter of an hour for writing the report, it may be assumed that a total of three hours was necessary to do this piece of work. The examiner in question said that he could not have done it with any satisfaction to himself in less time. When, in the evening, the examiner discussed the experience with the staff (a most excellent discipline, by-the-by, both for teachers and for examiners) he found that they were by no means satisfied with his questions or treatment of the class. In spite of all the pains taken, the examiner had not got hold of some of the special characteristics of the teaching. There had not been much difficulty in matters of pronunciation, or from the presence of a stranger as examiner, or in the use of novel phrases (for the examiner had taken great pains, such as can never be anticipated under the pressure of ordinary surroundings), but all agreed that he had failed to get at the distinctive features in the teacher's mode of training the class.

The conclusions appear to be: (1) that an examiner should be a permanent official employed by a board year after year, so that he would be closely acquainted with the whole scheme of study in French, and ready on his visit to catch on to the situation, without the preliminary expenditure of much time; (2) that the teacher should conduct the greater part of the examination, being compelled, however, to question his class on portions of the syllabus selected there and then by the examiner; (3) that the examiner should retain the right of questioning the class, but should exercise it sparingly. If such a plan were followed, an examiner, when he once got familiar with a school, might report annually on six lower forms of a school after spending three hours per year on the work; the time could be reduced if the visit was unexpected and if the teachers did not change much from year to year.

Test II.—For certificate candidates the examiner adopted the following plan. He selected a topic from the text presented by the class for the written portion of the certificate examination, and put the teacher to question the candidates together, but in turn, on this topic. The questions and answers were of course in French; for indeed the whole course of instruction is conducted through the medium of that language. Some of the questions dealt with grammatical points, others with the story. The class sat in the following order:—

A	B	C	D	E	F
L	K	J	I	H	G
M	N	O	P	Q	R
			T	S	

This was the order of merit, according to the teacher's marks, which he had assigned to them in the course of regular teaching throughout the year. The names go from A to T in descending order of merit. This plan of names was in the examiner's hands as he sat listening; and he marked in accordance with the answers. Some of the answers were given in two words, others in long sentences; but it was easy in half an hour to get round the class three times. By this process the examiner had gained a fair idea of the merits of most of the class, but, before deciding as to failure or honours, he took them in hand himself, and questioned for another quarter of an hour, especially considering the extremes at the top and bottom of the form. One or two difficult cases he kept behind for a little further conversation. At the close, he produced a list:—four honours, fourteen passes, two failures.

The list conformed very nearly, but not quite, with the teacher's own impressions. One or two boys who are smart and self-possessed in the presence of strangers did themselves more than justice; one or two others, the contrary.

Now there was here a great reliance upon the form teacher; but was there, on that account, any fear of collusion or unfairness? The inspector can control the style and matter of the questioning at any moment—it would be impossible for a teacher, under the eye of an inspecting examiner engaged in this sort of work day by day to "cook" questions and answers.

Some may doubt the wisdom of arranging the class beforehand in order of merit, but it proved to be an excellent and safe means of saving time. Here, again, any unfairness by the teacher would soon be detected by the inspector, if it were not resented by the pupils also. It may be concluded that an inspecting examiner (once more a man who is a permanent officer, knowing the school and the general style of work) could determine certificates in this way at the rate of twenty per hour—for senior or scholarship certificates perhaps ten to five per hour. In the case of these he would probably have read the written work beforehand also.

We have emphasized the importance of employing an examining inspector who is acquainted in successive years with the same school, and can watch its course of study. The same principle is of value in the endorsement of certificates. Instead of simply certifying that "A. B. has satisfied the examiners in French conversation," the certificate should read: "A. B. has been under an approved course of instruction in a recognized school for two or more years, and has now passed an oral examination (*inter alia*) in French."

Thus, "reforms" which begin with some apparently unimportant corner of the school curriculum, and at first only seem to concern the progress of a few young pupils, gradually extend their influence until they affect the entire range of school organization. Teachers of science and teachers of modern languages cannot now rest satisfied until the Board of Education, and its allies, take in hand the whole problem of the inspectorate and of public certificates as depending thereon. Wales has proved a happy field for experiment in the administrative problem of the new Local Authority; perhaps it will also serve the same purpose in regard to these difficult questions of school organization.

This paper is not intended as a final settlement, in the writer's own mind, of the difficulties surrounding the task of oral examining in modern languages; it is merely a report of a single experiment. We are all Heuristics nowadays, though we have only recently learnt to wear that label. Hence it is scarcely necessary to urge the value of repeating such experiments, carefully calculating the quantitative elements involved. The comparison of a few such experimental examinations would soon enable boards of examiners to find their feet in this matter. Some of them, as yet, are not aware that they are stumbling!

THE AMAZING HEURIST.*

By G. C. FRY.

Old things need not be therefore true,
O brother men, nor yet the new.—A. H. CLOUGH.

IF any evidence is wanted of the general up-to-dateness of girls' schools, it may be found in the advertisement columns of *The Journal of Education*, where the diligent reader may find, in reference to vacant situations: "Knowledge of Armstrong method essential," "Armstrong science desirable," and so on. Thus already, within the memory of the youngest of us, Prof. Armstrong has attained the dignity of a classic, and we may look forward to the time when the publishers will send us specimen copies of "The First Principles of Armstrong," "Elementary Armstrong for Schools and Colleges," "Armstrong, Books I. to IV.," &c.

To those who cannot yet see that the heuristic method is the final word of educational science, there is something amusing in the extravagant claims made by the "heurists" for science teaching in schools. Thus, at the British Association meeting

* It may be as well to state that the writer is a science master in a secondary school.

last year, Prof. Armstrong considered that more attention might be given to systematic botany, and science altogether should be taken more seriously in schools, and *at least half the school time* should be given to practical work. And, in his "Special Report on the Heuristic Method of Teaching," he says:—"In the afternoon I would only allow work to be done in the workshop or workroom—a room in which scholars can move about freely—and *several mornings in the week* should also be spent there."

There is much to be said for the afternoons being spent in practical work (only in the summer they would be better spent out of doors); but several mornings a week! "Several" can hardly mean less than three. So we have at most three mornings a week left to be divided between the mathematicians, the classics, the modern language men, the history and geography men.

The Report continues:—"It is very important to emphasize the fact that experimental work, when properly conducted, affords means of developing character *unquestionably* superior to any provided by the other subjects in the school curriculum." The italicized word is characteristic, and the whole pamphlet has the tone of a master dictating a revelation rather than of an advocate arguing a case. The following passages are noteworthy:—"The balance is an all-powerful, indeed the only, instrument which directly enables us to inculcate thrifty habits." "The balance is to be regarded as an instrument of moral culture, to be treated with utmost care and reverence."

And yet Prof. Armstrong accuses psychologists of lacking the saving grace of humour! Is there not something exquisitely ridiculous in this fetish-worship of the balance; this notion that morality and virtue are the direct results of long practice in weighing? We are bidden to set up a Becker's balance, No. 66, price 35s., and teach our pupils to *reverence* it! The modern boy has scant reverence of any kind, and certainly none to waste on balances.

It is generally thought that, if any part of school work has any direct influence on character, that merit can be claimed for the "humanities." It is held by some that history and geography, for instance, can be used, not only to cultivate the imagination, but to instil a rational patriotism which may conceivably diminish the natural jingoism of boys. How can the sense of historic continuity,

with love far-brought

From out the storied Past,

or the feeling of national responsibility, be developed by worshipping at the shrine of the Goddess of Balances?

Far be it from me to deny, however, that scientific work has an important influence on one side of character—the intellectual side. A man scientifically trained has—what "the man in the street" has not—some conception of the value of evidence, a strain of healthy scepticism which may help him to detect the absurdities of political orations and popular clamours, and to disbelieve in patent medicines and scientific articles in the cheap magazines.

But this scientific habit of mind involves a knowledge of some fundamental conceptions which cannot really be understood, much less found out, by immature minds. To ask a boy to rediscover the foundations of physics is to ask impossibilities.

What is, in brief, this new method, with its high-sounding name? It means teaching science by inducing the pupil to use his own intelligence as far as it will carry him. The particular apparatus or special order of experiments is clearly unessential, since every "discoverer" makes his own path. The main thing is the drawing out of intelligence and the discovery of means of solving difficulties. If this is so, have not good teachers aimed at this since the time of Socrates? In what sense is the method new, except in the fact that it deals with new subjects? It is only new just so far as it goes to extremes, and attributes to all pupils a faculty which only few of them possess.

The success of any teaching, from any point of view, depends either on interest or on discipline—generally speaking on both. Now in his Report Prof. Armstrong has abolished discipline; and, as to interest, he unwarrantably assumes it to be a common possession. Many boys like to do experiments; perhaps still more like to see them done. But when there is need of *thinking* the case is quite different. Just as boys will cheerfully work any number of examples in arithmetic and algebra, provided they can use a rule, so they will do any number of experiments in the laboratory, provided they receive full instructions. But, to

think out the best method of attacking a problem, to devise the best form of apparatus, to consider the possible sources of error—this can only be done by a small proportion of them, and the faculty of doing this is innate.

Let us take our honesty in both hands, as it were, and consider how many of our boys have, or ever had, that genius for research, which Prof. Armstrong (who prefers it written r-e-s-e-a-r-c-h) claims for *all* boys. Don't we know from sad experience the blank look that some of the faces in front of us assume when the class is requested to do some thinking on its own account? In every school and every class there are boys possessed of vast mental inertia, boys who will get *no* benefit from heuristic methods—neither knowledge nor a scientific habit of mind.

There are still, of course, as of old, teachers in every subject who are mere information-mongers—walking volumes of *Tit-Bits* without the humour. Still, we may trust that the number of teachers who teach is steadily increasing. No one, at any rate, I think, wants to revive the old, bad lecture system of science teaching, with its cheap and flashy "experiments." But surely there is danger in rushing all at once to the other extreme. Must every boy discover everything he needs to know? That is the confessed ideal of the heuristic method. Is it not something if every one can be induced, not to discover, but to recognize, the processes by which discoveries are made, the ways in which a working hypothesis can be tested, the limits of accuracy in measurement, and so on? The average boy will never under any circumstances discover these for himself, but many boys are capable of understanding them. Half a loaf is better than no bread; but the heurists have not yet "discovered" that life is made up of compromises, and that it is perhaps better for a boy to be taught something than to discover nothing.

Reduce explanations as much as possible, by all means; but a string of leading questions is after all only a disguised explanation; and no man can get even intelligent boys to use their brains in the *right direction* without leading questions—the old, old Socratic method.

Prof. Armstrong, it has been noted, lays great stress on the moral influence of heuristic science teaching. I can see one way in which it has an adverse influence on character. There is a growing tendency for boys to be not only without reverence, either for balances or for anything else, but without respect for their elders and betters. Some of the dust raised by educational conflicts must have found its way to the nostrils of the modern boy, and tickled his nerves with an increased and pleasing sense of his importance. He is becoming complex and over-civilized and self-conscious, like the rest of us. Now, suppose you give a "smart" boy, who stands in continual need of snubbing, the idea that he can unaided discover the great principles which it took centuries of genius to bring to light, and what is the result? The boy becomes more arrogant, more cocksure of his own opinions; he has less faith in his superiors, and less reliance on their advice. "Smartness" is the most detestable of modern affectations, as witness the "smart" journals and the "smart set." I'm not sure that it's such a bad thing for boys, even in the twentieth century, to sit occasionally at the feet of Gamaliel, and recognize the existence of ideals.

There is another, more practical, point to consider. Is it wise to rely wholly on the pupil's interest in his work? Most of our boys, sooner or later, will have to do uncongenial routine work for daily bread; and it is a very valuable part of education to learn how to do uninteresting work.

To do for years the work one dislikes, and to do it thoroughly well, needs more nobility of character than even the best of Becker's balances can inspire.

MANUAL TRAINING THE BASIS OF MODERN EDUCATION.*

By Sir PHILIP MAGNUS.

IT is now nearly ten years since this Association was first constituted. During that time there has been a steady increase in the number of its members, and an equally steady

* Presidential Address to the National Association of Manual Training Teachers, Manchester, April 1, 1902.

improvement in the character of the work it has accomplished. Beginning with a handful of adherents, the Association now numbers 473 members. The increase since our last meeting is 68. At first its operations were confined to London, but now there are ten separate provincial branches, two having been constituted since we last met. A new departure was made last year, when the annual meeting was held in Birmingham, in the splendid Technical Institute recently erected in that city. The meeting, as you know, was eminently successful; and to-day, accordingly, we meet in Manchester, a city associated with all the best educational efforts of the last twenty-five years, in the new Municipal School of Technology, an institution which promises to be the most complete of its kind in Europe, and a noble monument of the civic loyalty and larger patriotism of the citizens of this great centre of academic culture and commerce. These meetings in different parts of England undoubtedly stimulate interest and excite enthusiasm in our work, and emphasize the fact, sufficiently marked by the wide area from which our numbers are gathered, that our Association is truly national in character.

To me, as President, it is most satisfactory to be able to refer to the general recognition which this Association is winning for itself as the professional society directly interested in all educational problems connected with manual instruction. The Association has already succeeded in attaining to the position I ventured to predict for it in my inaugural address in 1894. Many of the improvements that have been introduced into our methods of training are directly traceable to its efforts, and there are other reforms which we are hoping to see effected, and for which, I am sure, you will not cease to agitate. It must be gratifying to you to know that among these improvements are the limitation of the number of pupils under the direction of one teacher—an indispensable condition of sound instruction—the close association of drawing with bench work, and the recognition by Government of the necessity of requiring teachers to undergo a suitable training as tested by an adequate examination.

I am aware of your efforts to obtain a reduction in the present minimum age at which grants are payable by the Board of Education on account of children receiving manual training. The age for commencing such instruction must vary in different places and under different conditions, and, although there is nothing to prevent School Boards or other Local Authorities from fixing the age in accordance with the special requirements of their districts, we cannot expect that the age for commencing manual training will be other than the minimum age fixed by the Code for the payment of grants. It is, I think, now recognized that a reduction in the age from twelve to eleven is desirable in rural districts, where, however much we regret the fact, children leave school at an earlier age than in large towns, and where schools, particularly those assisted by voluntary contributions, are most in need of State aid. Moreover, there is no class of children to whom manual instruction is of more importance than those who are likely to be engaged in agricultural pursuits. At present, therefore, there are many schools too poor to supply manual training without State aid, in which the children obtain very little benefit from the short course of instruction they receive.

Where reforms depend, as this does, very largely on State aid, we must learn not to be disappointed if they are considered from some other standpoint than a purely educational one. The question of ways and means cannot be altogether overlooked. We are, I fear, too apt, in such instances, to blame the heads of our Government Departments; but even "my Lords" do not pretend to be omnipotent. They are very much in the position of the gods of ancient Greece, who were themselves subservient to the decrees of some higher power—

that power, which rules us as with rods,
Lord above lords, and god behind gods,

the power which, in our own State, sits enthroned, stern and relentless as fate itself, within the Treasury Offices at Whitehall.

There is another matter affecting your interests to which I ought to refer, and that is the Order in Council, recently issued, constituting a Register of Teachers. It is largely owing to the representations of this Association that the Teachers' Certificate, issued by the City Guilds Institute to duly trained persons who

have passed two difficult examinations, has been recognized as the qualifying certificate by the educational authorities of England and Wales, Scotland, and Ireland; and the Order in Council to which I have referred permits manual training teachers and teachers of other special subjects to be placed on the authoritative Register of Teachers of the Board of Education. I hope that many of you may apply for recognition by the Board, and may achieve the distinction of having your names placed on that Register.

As regards the City Guilds Teachers' Certificate, I may take this opportunity of anticipating a statement that will appear in the new programme, to the effect that further facilities for obtaining the certificate will, under certain conditions, be offered to competent persons who have been for some time engaged in actual instruction, and who have not been able to comply with the existing regulations. Hard cases have arisen of persons who are themselves engaged in training teachers being unable to obtain the certificate, owing to the rules requiring attendance at a registered class as a preliminary condition of eligibility for examination. The Committee have endeavoured to frame special rules to meet these exceptional cases, which, whilst maintaining to the full the standard of qualification, will enable such persons to be placed on the Register.

And now let me turn from these administrative questions to the consideration of one or two educational matters arising out of the work in which you are engaged.

The recognition of manual training as an essential part of school education is one of the great achievements of the past few years. The movement began, as you know, in a small way with the establishment of workshops in a half-dozen schools, under the direction of a Joint Committee, composed of members of the School Board for London and the City Guilds. Although manual instruction is not yet an obligatory subject in all elementary schools, it forms part of the teaching, encouraged by the larger number of school authorities throughout the kingdom, and receives full recognition in the Government Code. Moreover, the beneficial effects of the teaching in promoting accuracy of thought have led to important changes in the methods of instruction in other subjects, not only in our primary, but also in our secondary, schools. I have no hesitation in saying that at present many of the recognized principles of education are better illustrated in the teaching given in our elementary than in our higher schools; and it is satisfactory to know, both as regards manual training and science teaching, that the methods which have proved so stimulating in our elementary are being gradually adopted in schools of a higher grade. In the future, under the new rules for registration, which will encourage secondary-school teachers to undergo a course of pedagogic training, this assimilation of method is likely to make further progress, and an important step will then be taken in breaking down the too definite barriers which have hitherto separated primary from secondary education. What we want to see is continuity of education from the kindergarten to the University. Hitherto, the distinction between elementary and secondary teaching has been social rather than pedagogic; and this has been largely due to the cost of secondary education, to the comparatively small number of scholarships available for the children of the poorer classes, and to the limited curricula of our secondary schools, in which an undue amount of time has been devoted to the study of subjects having no bearing whatever on the future work of the scholars. With the further organization of our secondary schools, so well begun by our County and County Borough Councils, the curricula will be better adapted to the actual requirements of practical life; facilities for passing from lower to higher grades of schools will be multiplied; and schools of different types will be brought into closer relation with one another. There can be no doubt that the recent introduction of workshops and laboratories into many of our secondary schools has tended to associate more closely primary and secondary teaching. It is now recognized that, although their aims may differ, the methods of both are very similar. It is no longer regarded as a degradation that a boy should be taught to use his hands, or to work at the bench and the drawing-board, after the manner of an ordinary workman. On the contrary, it is now understood that clearness of observation, quickness of perception, and accuracy of thought and judgment are qualities of mind more essential to the educated man than a well stocked memory, and are best acquired by manual exercises and by that kind of

training which accustoms the pupil to suit the action to the word and to make "I can and I will" wait upon "I know."

I have said on more than one occasion that manual training is the basis of our modern education, and that to its introduction into our schools we owe the final break with the faulty methods of teaching which have brought our school system of education into disrepute. It is so. All who were present at the recent meeting of the Education Section of the British Association, presided over by Sir John Gorst, must have realized the fact that we have already entered upon a new chapter in our educational history, and that our future methods of teaching will owe more to workshop practice than to exercises in Greek or Latin grammar. The aim and purpose of our teaching have been changed. The attitude of the teacher to his pupil has been altered. Education no longer aims at filling the mind with facts and words, or even with the thoughts of others, but at creating in the mind of the pupil a potentiality of action and an ability to use for the purposes of life all the appliances and instruments which former workers have placed at our disposal. Essential as it is to be placed in a position to know and to understand what has been achieved by others, education, to fulfil its purpose, must show us how we may be enabled to do something more—to advance beyond the outposts of our predecessors, and to bring within the bounds of knowledge fresh tracts of the unknown. This is our new attitude towards all educational problems. The ability to construct, rather than a capacity to retain, is what we have to cultivate. The direction into useful channels of the spontaneous activity of the infant is the recognized function of the kindergarten, but spontaneous activity does not cease with infancy. The restlessness of childhood, the activity of youth are capable of guidance; and it should be the aim of school teaching to cultivate this activity and to train it in the methods of investigation and in the art of discovery and construction. All progress has been largely due to the fact that man is naturally inventive, and education should aim at stimulating and usefully directing this inventive-ness.

If this be the aim of education, it is the teacher's duty to watch and to guide, and to act as foreman to his class of workers. His functions are very different from those of the schoolmaster of a few years since, who did little more than set lessons to be learned and hear his pupils repeat them. That method of teaching has passed to the limbo of forgotten things, and teaching has become an art, dependent upon the application of scientific principles, which can only be acquired by careful training. The great value of manual instruction is that it illustrates and exemplifies that art, and that its methods are applicable to the teaching of other subjects, such as natural science, history, and language. We have to realize the fact that the workshop has become an essential part of the equipment of every well furnished school, and that the methods of good teaching are closely associated with workshop practice.

It is for this reason essential that workshop instruction should form part of the training of our teachers for primary and secondary schools. This has long been recognized in France, and the practical exercises which teachers in training are required to complete in the *écoles normales* are tests of constructive skill of a very high standard. In the regulations recently issued for the conduct of training colleges in this country the value of manual training is also recognized; and I look forward to a great development in the intelligence of our children, in their mental independence and self-reliance, in consequence of their being brought under the influence of teachers who have themselves been trained to see, to think, and to act.

During the whole of the past century we have been crying out for more education, for further facilities of instruction, for grants of money to bring a larger number of pupils into our schools, and for aid in increasing the number of subjects to be taught. At the beginning of the present century our thoughts are fixed on the quality, rather than on the quantity, of education. We recognize that many of our experiments have proved at best only partially successful; that many have been failures, and that the results have not been commensurate with the cost. We are trying now to remedy this, to economize our expenditure—not by limiting its amount, but by rendering it more productive. By the co-ordination and orderly arrangement of our different types of schools, so that they may meet all wants without unnecessarily overlapping, and, most of all, by

improving our methods of instruction, this economy will be effected. For better results we have to look to the further adaptation of the principles of workshop teaching to education generally. Better organization depends on large measures of reform requiring legislative action. It is now generally recognized that the welding together of our different schools into a national system would be facilitated by placing all schools within the same area under the direction of a single Local Authority; and, although it cannot be said that we have as yet decided how that Authority should be constituted, we are approaching, I think, unanimity of opinion as regards the advantages to be gained from the substitution of a single for a dual control.

In the new Education Bill now before Parliament that one important point is distinctly recognized and duly emphasized. I think I may say that we are all agreed that legislation in that direction is desirable and urgent, and that what is known as the permissive clause should be made an obligatory one. But the Bill has other useful features. It creates the machinery for providing, subject to public control, the aid so urgently needed to place voluntary schools on a satisfactory footing, and thus helps at supplying efficient instruction to more than one half of the children of school age, whose education, so far, has not been altogether satisfactory. Further, it will have the effect, if passed, of associating more closely primary and secondary education, and of breaking down the barriers that have, to some extent, isolated and driven into a Union for the protection of their interests elementary-school teachers. These are solid advantages to set against any minor differences that may divide us. But I feel that further reference to the Bill might lead us into the consideration of thorny questions of some difficulty, about which we might not be so well agreed as I trust we are with respect to those matters relating to manual training to which I have briefly and imperfectly referred in this opening address.

A QUONDAM SCHOOLMASTER.

Namque . . . meminī me
. . . vidisse senem.—VIRGIL.

AND so it had come to this. After more than fifty years of teaching he found himself at last in the Almshouses, thanks to the efforts of a few friends and old pupils who had saved him from the much dreaded Workhouse by procuring for him the benefit of an ancient charity. Up to the age of more than seventy years he had advertised himself as preparing pupils in Latin, Greek, French, German, and Italian for the usual competitive examinations. Nor did the list of his accomplishments end here. He was also qualified to give lessons on the violin, 'cello, piano, and harmonium. About his musical talents there was no doubt. Music was his hobby; and his passion for it afforded an illustration of both the advantages and disadvantages that "devotion to something afar" may involve.

Report had it that, years ago, he conducted a fairly successful private school in a London suburban town. But the proximity of the Crystal Palace, with its orchestral concerts, in which he was an occasional performer, proved too seductive, and extra half holidays were frequent in his school. Of course the pupils did not object to this, but what the parents thought of it may be guessed. Still things did not go badly with him until an ambitious scheme for a larger school led him to move into more extensive premises. The scheme proved a failure for various reasons, some of them of a private nature for which he was not responsible. No doubt, also, an unbusiness-like habit of mind and a savour of unworldliness about him militated against his chances of success. Anyhow the school was given up, and henceforth he devoted himself to the work of private teaching, advertising regularly for pupils in the manner referred to above.

In his boyhood and youth he received a classical education on the old lines at a good grammar school in a small Midland town. Then a residence for some time in the South of France had given him a knowledge of French, to which he added an acquaintance with German and Italian. Though he had never studied at a University, his abilities were good, and as a teacher

forty years ago he must have been above the average. Born in comfortable circumstances, family losses had compelled him to seek some employment, and, with his good education, he naturally took up teaching. He was never married, and lived quite alone during the greatest part of his life. His habits were simple, and he was most abstemious. Yet, if money did come to him from his work, it managed to slip away. One would suspect that books, of which he had a large quantity, musical instruments, and concert-going absorbed a good deal of his hardly earned money. Anyhow, at seventy-five he was practically destitute; and, being able to do but little work, even if that little were procurable, after some hesitation and natural shrinking, he was induced to enter the harbour of refuge into which a few friends had gained him admission. It was there I came to know something about the old man, and was able in some measure to brighten his forlorn and lonely condition. And it *was* a lonely condition; for the sole remaining relative left him in the world lived at a distance, and was unable either to get to him or to render him any assistance whatever.

The other residents in the Almshouses were lower in the social scale, and had friends and relatives living in the same town, who came in every day and did the rough work of cleaning, and prepared their meals for them. But our old schoolmaster was obliged to do most of his work himself, for he could only afford to pay for occasional help. It was trying work for him at times, especially on cold winter mornings, for he was liable to attacks of sciatica if he got a chill. Moreover, at seventy-six one expects the decline of life to be made a little easier. But you might see him any day at his menial work—a very slender, bowed figure, a thin face, with grey beard and clean shaven upper lip, hair only slightly grey, and plenty of it, eyesight very dim, and small gold-rimmed spectacles, slipping half way down his nose. Such was the man as I knew him—an old-fashioned gentlemanly pedagogue, with just a smack of pedantry about him. He was scrupulously tidy in his dress, always appearing out of doors in a frock coat and wide open waistcoat, displaying a great quantity of shirt front. But his tidiness did not extend to his room; disorder reigned everywhere. His few pieces of furniture—remnants of more prosperous days—were yet sufficient to crowd the humble dwelling room of the Almshouse. Very reluctantly he had parted with such of his books and musical instruments as were saleable, but a considerable quantity of the former remained, and completely filled one side of the small room, besides making a mound on the floor in an inconvenient corner. From these habitats the books were accustomed to stray, spreading themselves over the table, the chairs, and the window sill in a most bewildering fashion. If you wished to sit down on a chair, you first removed a pile of books to the table, a risky proceeding, for they invariably upset the equilibrium of the pile already on the table, thus augmented by the pile from the chair.

Disregardless of his own comfort, my old friend would frequently sit very gingerly on the edge of his easy chair, not caring to disturb the pile of music books, old newspapers, &c., behind him. Occasionally, after rising to greet one of his very, very few visitors, he would absently try to avail himself of the full seating capacity of the chair, and slide off on to the hearth-rug along with its curious shifting upholstery! But for all these things there was balm in Gilead. Talk to him about music, and the discomforts and hardships of his lot were forgotten. His body would sway to and fro, tears would come into his eyes, and his thin, worn hands, with their long delicate fingers, would move in rhythmic time, as he dilated upon the beauties of the old masters, not omitting to decry the excesses of the modern craze for Wagner.

In one of these moods let us part with him. He had ceased to bewail his lot. Of the world's justice and injustice he never complained. Perhaps he was too apathetic for this. Who could tell? Fifty-five years of a teacher's life, with its vicissitudes, had left their mark upon him. Success and failure had come to him in turn, and, from the world's point of view, the latter claimed him as its victim. His sorrows were many; but he had his joys, of which music was the chief. Under its influence one could see that he realized the truth of Browning's beautiful lines in his "Christmas Eve":

Earth breaks up, time drops away,
In flows heaven with its new day
Of endless life.

C. FISHER.

THE SOLACE OF EXAMINERS.

EXAMINATION is in one sense the very opposite of Mercy. Speaking generally, it blesses neither him that gives out the paper nor him that takes it; neither him that writes nor him that reads. Indeed, it seems a somewhat sad thing that at certain seasons so much neat, clean paper should be, by order, disfigured and defaced. A sadder and more curious fact is this, that one of the "certain seasons" spoken of above should be the height of summer heat. If the Head Masters in their Conference could ever bring their brains to deal with such a paltry detail, they might discuss the question, Why the most important school examination of the year should be held at a time when mind and body are, to state truths mildly, least inclined for toil? A boy fancies, happy innocent! that there is nothing nastier than to be examined. If he lives to be a schoolmaster, he finds out his mistake: to examine is far worse. He who writes is not now thinking of the person called Examiner—he need not take the work unless he likes, and is paid for his performance: the people thought of at this moment are the assistants in some schools who do a good part of the work of looking over papers, but neither set the papers nor receive the pay. The "outside examiner" exists to please the public—especially the parents: he is the bright poker or the figure head; the dirty pokers—like the stokers on board ship—are not exhibited to public view. But the title of this paper is the "solace" of examiners, not the sorrows.

Let something be said about the solace to be found even in the perusal of an English paper set to small boys. The first point to remark is the influence of the present war on some young minds, which led them to see scarlet everywhere. For instance, "dirge" is a dagger or a sword to the mind of one boy who seems to have heard something of a dirk, while to a second boy it is "a kind of war dance," and to a third a spear; to yet another a "guerdon" is a dagger. This is a new view as to the meaning of that word. Five-and-twenty years ago a boy described it as "a thing you do fish upon"—evidently a grid-iron.

One of the more curious explanations was that of the word "shallop." "Shallop is Fitzjames when he cast a lingered look at her." That boy would seem to have listened to the well known song, "Linger longer, Lucy," and to have fancied that the singer's prayer was answered. In answer to the question, "In what different ways have Latin words been introduced into the English language?" one boy wrote this simple statement, without stops of any kind, "In old battles with the Romans words crept in as butter cheese milk and also the Latin words are nearly the same as vallum wall." Another young scholar is anxious to instruct his examiner, if not his grandmamma, for, being asked to account for the word "monarch," he writes as follows:—"Monarch comes from *monco*, I advise, and *arch*, above, a Latin and a Greek word." Another publishes his private views about the derivation of the word "seclude": "Seclude (*sec* is Latin) = follow." And yet another gives a graceful mixture of two languages by way of accounting for "syntax," "this means weaving together from *syn* and *texo*." As to weaving, by the way, one boy has his theory; being asked to give the masculine of "spinster" he writes "weiver." "Seclude" also has to undergo another explanation: "Seclude, secl-ude, suffix ude." One boy cannot be bothered about derivations. Being asked to account for the word "anarchy," he contents himself by saying merely: "Anarchy is a plot."

This answer may be inadequate, but it is clear enough. The same cannot be said about the following explanation of the word "dirge." "Dirge goes down to, alter to," was the beginning and the ending of one answer. The examiner, fearing that such brain as he had ever had was going (so incapable was he of seeing any meaning in the answer), sent for the examinee and asked him as a favour to explain his words. He looked a little troubled by the dullness of the inquirer, and said that he referred to the low note of the dirge, and with this reply the master had to seem content. "Till judgment speak the doom of fate" is not a very cryptic utterance, but it is not simplified by the following explanation:—"He looked as if an angel was taking his gloom from him"; and the same remark holds good here also, "Careless their merits or their faults to scan," *i.e.*, "Careless were their merits and in scanning faults." One boy did not even know the name of the author whose work he had so long been studying—"Auburn is the fancy name Sir W. Scott gives it."

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

THE hopes to which we gave utterance last month in our note upon the Registration Order have been realized: we are this month in a position to congratulate Mr. J. L. Holland, our Chairman, on his appointment to the Registration Council by the President of the Board of Education. Although Mr. Holland is not technically our representative, we look upon his appointment as a recognition of the right of assistant masters in secondary schools to be consulted in the administration of the new Order. We have also to congratulate Mr. Holland on his election to the Council of the College of Preceptors, which has taken place this month.

It is not often that an honorary degree is conferred upon an assistant master. When it is so conferred we may be sure that it has been earned by honourable work, and is not a mere official compliment. We are pleased to record that on the occasion of the Jubilee of Owens College the honorary degree of M.Sc. was conferred upon Mr. T. E. Jones, the senior science master at Manchester Grammar School, and an energetic member of the Lancashire and Cheshire Branch.

The removal of Christ's Hospital to Horsham has affected us very seriously. Mr. S. E. Winbolt has been obliged to resign his position as Honorary Secretary on account of the great increase of responsibility which the removal has brought him; in his own words he feels that he is an assistant master first and a member of the Association afterwards. Though the Executive Committee must needs acquiesce in Mr. Winbolt's resignation, they recognize how very difficult it will be to replace him.

The secretary of our youngest sub-committee, Mr. C. E. Browne, is also going to Horsham. His successor, Mr. A. E. Bernays, has already taken up the important work of the Education Sub-committee. We hope that when their school has become at home in the new surroundings both Mr. Winbolt and Mr. Browne will be able once more to go on active service for the Association.

The Welsh Pension Scheme is, we fear, in a precarious position. The assent of the County Governing Bodies, who have to find the greater part of the money, has to be given before the scheme can be started. The scheme is now under consideration by the governing bodies. At the present time one county, Flintshire, has definitely adopted it, while another, Monmouthshire, has rejected it; two counties have postponed the consideration of the scheme in view of the Education Bill now before Parliament. The Newport County Borough Governing Body have expressed their regret that financial reasons preclude the adoption of the scheme at present. The Parliamentary Sub-committee, after consultation with the Welsh Branches, have decided to memorialize all the governing bodies urging them to adopt the scheme.

The April Council Meeting was mainly devoted to the discussion of the Standing Orders. Time was found, however, to debate the Registration Order and the Education Bill. Two resolutions were passed upon the Registration Order: (1) "This Council welcomes the Order in Council providing for the formation of a Register of Teachers." (2) "This Council is of opinion that provision should be made for the inclusion on the Register of all teachers who, by length of service and good work, have already proved themselves thoroughly efficient previous to the formation of the Register."

JOTTINGS.

THE report of Sir John Gorst's Bradford speech reaches us just as we are going to press, and we can only note one or two salient points. Sir John's opinion of the present national system is already familiar—nothing could be worse. Nor is his estimate of the Board of Education more favourable—"a number of people sitting round a table in Bradford were just as wise as those in Whitehall." Finally, his aim and the aim of the Government was "to level up all elementary schools to the level of the best Board schools in existence." A noble object; but with the details of the Bill or the lion in the path Sir John did not trouble himself—he was that night in a "philosophic mood."

THE petition requesting the University Members of Parliament to support the claim of women graduates to be registered as Parliamentary electors, though signed by over seven hundred women graduates of

Great Britain and Ireland, received no very encouraging response. It was only noticed by two M.P.'s—Mr. Lecky and Mr. Talbot—and they, while appreciating the work of women in the teaching profession and in municipal legislation, politely deprecated their entrance into the political arena.

MR. PERCY GODFREY, whose "Coronation March" has gained the Musicians' Company's prize of fifty guineas, is the music master at King's School, Canterbury.

THE LATEST IRISH BULL.—President's Address: "My Lord Mayor, Ladies, and Gentlemen,—Just seven years have elapsed since our Annual Congress was held."—*Irish Educational Journal*, April 4, 1902.

SCHOOLGIRL DEFINITIONS.—"A vacuum is an empty space full of nothing but floating Germans." "Autonomy is the science of decaying matter, derived from 'autumn' and a Greek word meaning science."

IN an admirable address by Archdeacon Wilson on "The Profession of Teaching" (*Kendal Mercury and Times*, price 6d.), an old Cambridge story is retold. For the Mastership of St. John's College there were two candidates. One, in the language of the day, was a learned rakehell, and the other a religious dunce. At the election meeting the Senior Fellow pleaded the claims of the learned rakehell. "And he gave two reasons. The first reason was that learning could not be counterfeited, but that religion might, so that they would be at any rate sure of something; and the second was that there was more hope of converting a rakehell to godliness than a dunce to learning. The reasons were unanswerable, and the learned rakehell was duly elected Master of my old college."

THE Archdeacon, it is needless to add, if the same painful alternative presented itself in the choice of a head master, would give his vote for the dunce, though apparently the Senior Fellow has his sympathies. At any rate, the moral that he draws from the story is the grievous loss to the nation from the absence of professional ideals, "the lack of training of teachers, the lack of a high standard of knowledge and of the value of research, and the lack of intelligent organization." Regardless of *scandalum magnatum*, he actually hints that the President of the Board of Education has no ideal for national education, and boldly informs the episcopal bench that our theology needs refurbishing no less than our science of the schools. The address comes as an opportune counterblast to Bishop Creighton's "Thoughts on Education," the thoughts of a teacher who boasts that he never read an educational treatise in his life.

THE Fifth Annual Conference of the British Child Study Association will be held at Liverpool on May 8 and 9. Members and delegates will be received by the Lord Mayor and by the Principal of University College. A paper on "Suggestion," with experiments, will be read by Prof. Sherrington, and an address will be delivered by the President, the Rev. W. J. Adams, on "What the Education Authorities have done and may do for the Child." On May 9 also the London Branch will hold its last monthly meeting for this session at the Sesame Club, Dover Street, Piccadilly. A paper by Prof. Earl Barnes will be read, a review of the work of the session will be made, and a brief discussion held regarding arrangements for next session.

THE REV. CORNWALL ROBERTSON, senior mathematical master of St. Peter's School, York, has been appointed Head Master of King Edward's School, Stratford-on-Avon, in the place of the Rev. E. J. W. Houghton, who succeeded Mr. Upcott at St. Edmund's School, Canterbury.

MR. ALFRED TRICE MARTIN, assistant master of Clifton College, has been appointed to the Head Mastership of Bath College.

Vanity Fair applauds the Bill as the death warrant of School Boardism, a worse plague than medieval sacerdotalism. What evil, we ask, have the School Boards done? They have "rudely destroyed the wholesome humility of ignorance." What higher tribute to their worth could School Boards desire?

THE Children's National Guild of Courtesy has held its ninth annual meeting. The membership is nearly thirty-two thousand, in upwards of five hundred branches.

THE Nature Study Exhibition will be held in the gardens of the Royal Botanic Society, Regent's Park, on July 23 and following days.

THE University Extension Summer Meeting is to be at Cambridge this year, from August 1 to 26.

A LIST has been published of twenty-nine higher elementary schools recognized by the Board of Education.

MR. F. B. SMITH, Vice-Principal of Wye College, has been appointed agricultural adviser to Lord Milner.

THE difficulty of the booking clerk in reference to half-price tickets for children has been solved by the Swiss steamboat companies in a practical manner. Children less than two feet in height travel free. Between two feet and four half price is charged.

A MUNICIPAL body is advertising a vacant modern language post. The salary is £100. The languages required are French, German, Latin, and Spanish. The reform method is preferred.

THE Bluecoat boys have paraded before the Lord Mayor and received their guineas or shillings, probably for the last time. No doubt the Corporation of London will find other means in future to show their interest in the new school at Horsham.

THE Registration Council was summoned for the first time on the 25th ult., and met at the Offices of the Board of Education, South Kensington. Sir John Gorst presided, and explained to the Council its functions and duties as prescribed by the Order in Council. A Chairman was then elected for the day, and it was resolved that the Council sit weekly till further notice.

AT a reception given on April 23 to mark the closing of the Bluecoat School, the Rev. E. H. Pearce assured the company that, whatever else might go, the two corner-stones of the foundation—connexion with the City and connexion with the Church of England—were safe, and, further, that blue and yellow would still be worn on the Sussex Downs.

IN recognition of the services to education of the late Principal of the University College of South Wales, his widow has been awarded a pension from the Civil List.

THE REV. DAVID MILLER KAY has been appointed to the Professorship of Hebrew and Oriental Languages in the University of St. Andrews.

CALENDAR FOR MAY.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—Return forms, &c., for London University Matriculation June Exam.
- 1.—Army Exams. Sandhurst and Woolwich. Latest day for returning forms.
- 1.—Board of Education. Certificate Exam. Apply for permission to sit.
- 1.—Yorkshire College (Leeds) Scholarship Exam. Return forms.
- 1.—Liverpool University College Scholarships Exam. Return forms.
- 3.—Institute of Chartered Accountants. Preliminary Exam. Return forms.
- 5.—London University. M.B. Exam. begins. (Pass only.)
- 6.—Oxford Exams. for Women. B.Mus. Exam. begins.
- 7.—Society of Arts. Return forms for Practice of Music, Vocal and Instrumental.
- 7-8.—Law Society's Preliminary Exam.
- 9 (about).—City and Guilds of London Institute. Practical Exams. begin.
- 9.—Oxford and Cambridge Schools Exam. (Higher Certificate.) Return forms.
- 9.—Return forms for Oxford Local Examination to Local Secretaries with Fees.
- 10 (about).—Royal University, Ireland. Send forms for First Exam.
- 10.—Institute of Chartered Accountants. Intermediate Exam. June, send in notice and fees.
- 11.—Return forms for Society of Arts. Practice of Vocal and Instrumental Music Exam.
- 12.—Birmingham University. Last day to return entry forms for Matriculation Exam.

- 12-17.—Liverpool University College. Entrance Scholarship Exam.
- 13.—University College, London. Exams. for Andrews Entrance Scholarships begin.
- 14.—University College, London. Presentation for Degrees.
- 14.—Return forms for Victoria University Preliminary, Intermediate, Final, and other Exams.
- 14.—Associated Board of the Royal Academy of Music. Scholarship Exam. Return forms.
- 15 (about).—Return forms for Royal University of Ireland Matriculation Exam. (Pass and honours.)
- 15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
- 15.—Newnham College, Cambridge. Send in names and fees for Entrance Exam.
- 16.—Return Forms for Institute of Chartered Accountants, June Final Exam.
- 16.—Oxford Easter Term ends.
- 17.—Cambridge Teachers' Training Syndicate. Return Forms.
- 17.—Oxford Trinity Term begins.
- 21.—Oxford Exams. for Women. Second Public Exam. Return Forms.
- 22.—Post School News, items for this Calendar, &c., and Advertisements for the June issue of *The Journal of Education*.
- 23.—Oxford and Cambridge Schools Lower Certificate Exam. Return Forms.
- 26.—Herts County Council Minor Scholarship Exams.
- 26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the June issue of *The Journal of Education*.
- 27.—Yorkshire College, Leeds, Scholarship Exam.
- 27-29.—St. Andrews University L.L.A. Exam.
- 28.—Oxford Exams. for Women. First Public Exam. Return Forms.
- 31.—Tonbridge School Entrance Schools. Return Forms.
- 31.—Bristol College Entrance Scholarship Exam. Return Forms.

The June issue of *The Journal of Education* will be published on Saturday, May 31, 1902.

SUMMER HOLIDAY COURSES, &c., 1902.

(Preliminary List.)

- ABERDEEN (University of).—July, August, and September. Special Courses in French and German for Teachers. Apply Lecturers in Modern Languages, Marischal College, Aberdeen.
- ABERYSTWYTH.—During August. Sloyd. Under direction of Miss Andrén. Address—31 Blenheim Road, Bradford, Yorks, or apply to Mr. Cooke (see under Nääs).
- AMBLESIDE.—During August. Sloyd. Under direction of Mr. J. Vaughan. Apply to Mr. J. Cooke (see under Nääs).
- ÁVILA (Spain).—August 4-25. Spanish. Apply—The Director of Technical Instruction, County Technical Offices, Stafford.
- CAEN.—July 1-30, August 1-30. French. "Alliance Française" Courses. Apply to Mr. Walter Robins, B.Sc., 9 Northbrook Road, Lee, S.E.
- CAMBRIDGE.—University Extension Summer Meeting, August 1-13, August 14-26. History, Literature, Science, Economics, Music and Fine Arts, Education, Theology. Complete programme, 7d. post free, from R. D. Roberts, M.A., Syndicate Buildings, Cambridge.
- GENEVA.—July 16-August 28. French. Apply to Monsieur Charles Seitz, à l'Université, Geneva.
- GREIFSWALD.—July 14-August 4. German. Apply to Prof. Dr. Siebs, Ferienkurse, Greifswald.
- GRENOBLE.—July 1-October 31. French. Apply Monsieur Marcel-Reymond, 4 Place de la Constitution, Grenoble.
- JENA.—August 4-24. German. Apply to Frau Dr. Schnetger, Gartenstrasse 2, Jena.
- KIEL.—July 6-26. German. Apply to Herr Nissen, Holtenuerstrasse 38, Kiel.
- LAUSANNE.—July 22-August 30. French. Apply to Monsieur J. Bonnard, Avenue Davel 4, Lausanne.
- LEIPZIG.—July, August, and September. Sloyd. Dr. Pabst, 19 Scharnhorst Strasse, Leipzig, or to Mr. Cooke (see under Nääs).
- HONFLEUR.—About August 1-22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, London.
- MARBURG.—July 7-27. Modern Languages. (Second Course, August 4-24.) Apply to W. G. Lipscomb, Esq., County High School, Isleworth.
- NÄÄS.—June 11-July 23, July 30-September 9, November 5-December 16. Sloyd. [The courses at Nääs, Leipzig, Aberystwyth, Ambleside, and Penarth have been arranged by the Sloyd Association.] Apply to Mr. John Cooke, 131 Percy Road, Shepherd's Bush, W.

NANCY.—All the year round, holidays included. French. Apply to Monsieur Laurent, rue Jeanne d'Arc 30, Nancy.

NEUCHÂTEL.—July 15–August 10. (Second Course, August 12–September 7.) French. Apply to Monsieur P. Dessoulavy, Académie de Neuchâtel.

OXFORD.—July 2–August 28. English Language and Literature for Women Students. Apply to Mrs. Burch, 20 Museum Road, Oxford.

PARIS.—July 1–31. French. (Second Course, August 1–31.) Apply to Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle 45, Paris.

PARIS.—Easter and Christmas Holidays. French. Apply to W. G. Lipscomb, Esq., County High School, Isleworth.

PENARTH.—During August. Sloyd. Under direction of Glamorgan-shire County Council. Apply to Mr. W. Hogg, Technical Instruction Committee, Glamorgan, or to Mr. Cooke (see under Nâas).

SANTANDER (North Coast of Spain).—About August 5–25. Spanish. Apply to General Secretary, Teachers' Guild, 74 Gower Street, W.C.

TOURS.—August 1–22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, W.C.

VILLERVILLE-SUR-MER, TROUVILLE.—August 5–26. French, preparation for exams., "Alliance Française." Apply Prof. L. Bascan, 49 Rue Caponière, Caen.

*• Corrections and additions to this list are invited.

Programmes of most of these courses can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, S.W., where a Table of Foreign Modern Language Holiday Courses, prepared by the Special Inquiries Branch of the Board of Education, can be obtained.

Information as to lodgings for students at Honfleur, Tours, and Santander (Teachers' Guild Courses) will be found in the Handbook, 6½d., post free, from the Teachers' Guild, 74 Gower Street, London, W.C.

A list of addresses in several other Holiday Course centres, will be found in "Holiday Resorts," 1s. 1d., post free from same address.

The advertisement columns of *The Journal of Education* ("Continental Schools and *Pensions*") may also be consulted with advantage.

UNIVERSITIES AND SCHOOLS.

OXFORD.

The chief event of local interest that occurs in the spring vacation is the Classical Honours list in Moderations; and this year, in which the Honours are distributed for the first time over four classes, instead of the time-honoured number of three, there was a certain curiosity to see how the new system would affect the proportions of the classes. Those who advocated the reform were unanimous in not desiring to raise the standard of the First Class; but they hoped to see the unwieldy bulk of the Second materially reduced. They expected that the new arrangement would effect both these desirable modifications; and the list just issued seems to justify this forecast, as far as judgment can be based on one year's results. The First Class contains about a fifth of the whole number of candidates, which is the normal proportion; and the Second and Third are both large, the Second being, however, considerably reduced; the new Fourth Class is comparatively small. The number of the "gulfs," *i.e.*, those who pass the examination but are not classed, is a little smaller than usual, and the "ploughs" are about the average. In short, the top and the bottom of the list remain much as usual: the intermediate grades, to which one has been added, are more evenly distributed. The result will probably satisfy the reformers; and, if it be urged that there is not very much change, they will probably reply, with much justice, that it is very undesirable to have such changes other than gradual. Whether the coming years will accentuate the change, it is too soon to prophesy; and, so far, the moderators will be held to have acted judiciously. As regards the performance of the colleges, the one striking point is the success of Balliol, with the unusual number of nine First Classes. Once more they have distanced all competitors.

The only other event closely affecting Oxford which has occurred in the vacation is the remarkable will of Cecil Rhodes, with the legacy of £100,000 to Oriel College and the institution of Rhodes scholars to be chosen from the English-speaking world and from Germany. The press has given vent to some "audible smiles" at the frank observations of the testator in regard to the business qualities of Oxford dons; but there are few colleges, if any, who would not gladly submit to such mild censures for so handsome a bequest. The arrangement for the choice of the scholars, with its rather childish provisions for the marks to be given for diverse mental, moral, and physical qualities, will be difficult to carry out satisfactorily; but that is the affair of Mr. Rhodes's trustees, and not of the University.

The following elections to scholarships at the Halls have been announced since my last letter:—At Lady Margaret Hall scholarships have been awarded as follows (names in order of merit): the Mary Talbot Scholarship of £40 a year for three years to Henrietta Haynes (Modern History), Miss Clarke's, Warrington Crescent; a scholarship of £50 to Ethel Harvey (Classics), High School, Manchester; one of £30 to E. Constance Wordsworth (Classics), High School, Bedford; and one of £21 to Ellen C. C. Salmon (English Literature), High School, Clifton. Commended: Violet A. Gould (Latin and French), High School, Baker Street, and Dorothy H. C. Saunders (Modern History), High School, Plymouth. The scholarships offered for competition in March, 1903, are: A scholarship of £60 a year for three years, one of £50, one of £30, and the Old Students' Scholarship of £30. At St. Hugh's Hall the Clara Mordan Scholarship of £40 a year for three years has been awarded to Zoe Eppstein (Mathematics), High School, Clapton, and a Hall Scholarship of £25 to Margaret J. Tew (Modern History), High School, Winchester. Commended: Bertha Hedley (Physics), St. Elphin's School, Warrington, and High School, Winchester. One Hall Scholarship of £25 a year is offered for competition in March, 1903, and exhibitions of smaller value may be awarded.

CAMBRIDGE.

The Easter term began for practical purposes on April 21; so there is not much to record this month.

Mr. K. Pendlebury, Senior Wrangler and Smith's Prizeman in 1870, and for thirty years mathematical lecturer at St. John's, died suddenly at Keswick on March 13. In his younger days he was one of the most intrepid of Alpinists, and in the Dauphiny was the first to climb many perilous peaks. He was also a notable musician, deeply erudite in the history and theory of the art. His gifts of early classical music to the Fitzwilliam Museum have made the collections contained in its library unusually rich and complete; and he was equally generous in endowing the library of his college with rare works bearing on the history of mathematics.

The election to the Chair of Arabic, vacant by the death of Prof. Rieu, will take place on April 29. It is considered likely that the Lord Almoner's Reader will be promoted.

Mr. Claude Montefiore has signified his intention of contributing to the University a sum of £250 a year for the better endowment of the Readership in Talmudic Literature held by Mr. Israel Abrahams.

Dr. Fletcher gives this term a course of six lectures on the educational views of Pestalozzi, Froebel, Herbart, and Arnold. Mr. Sidney Lee continues his Clark Lectures on the foreign influence affecting Elizabethan literature.

The first members of the new Appointments Board are the Vice-Chancellor, the Master of Emmanuel, Dr. Donald MacAlister, Mr. Durnford, Prof. Darwin, and Mr. Shipley. The contributing colleges have still to nominate their representatives.

WALES.

The dispute between the Central Welsh Board and the County Governing Body of Carmarthen still continues to excite considerable interest in the Principality. The Carmarthen County Governing Body, at its last meeting, considered at great length the statement issued by the Central Welsh Board in answer to the resolutions passed by the County Governing Body on January 8, 1902, relating to the alleged discouragement of technical education by the Central Welsh Board, the grievance as to the effect of the adoption of the Central Board's regulations for the award of county exhibitions, the alleged usurpation of the powers of the local managers by the Board's inspectors, and other matters. On the proposition of Prof. D. E. Jones, of the Presbyterian College, Carmarthen, further resolutions were carried strongly condemning the action of the Board.

At a meeting of the Honourable Society of Cymmrodorion, held at 20 Hanover Square, London, on April 11, under the Presidency of Sir George W. Kekewich, K.C.B., Mr. T. Marchant Williams read a paper on "The Romance of Welsh Education."

It was Mr. Fearon, of the Charity Commission, who first drew public attention to the subject. The Bill introduced by Sir Robert Peel's Government in 1843 for the better education of children in factory districts received the uncompromising opposition of Nonconformists, who rightly held that it aimed at placing the education of the working classes under the absolute and exclusive control of the Church of England. The Bill was promptly withdrawn, but it had opened the eyes of the Welsh people to the deplorable state of education in the Principality at that time. If the first chapter of the romance of Welsh education began with the fruitful activities of Griffith Jones, of Llandowror, and Madame Bevan, and ended with those of Thomas Charles, of Bala, the second chapter covered the period which began with the year 1843 and ended with the year 1881, when the Departmental Committee made its report. The improvement of the state of education among the working classes under the proposed Bill of the Peel Government was to be effected either wholly by voluntary effort

or by such effort supplemented by Government aid. These were the two alternatives presented to Nonconformists, alternatives which caused them to be divided into two hostile sections. The pure Voluntarists—including in England Edward Baines, Edward Miall, and John Bright—held that the school was a religious institution and formed part of the machinery of a Christian Church, and that the State therefore had no more right to interfere with its management than it had to interfere with the management of the Church itself. On the other hand, many Nonconformists, such as Dr. Robert Vaughan in England, and Hugh Owen in Wales, held that it was the duty of the Government to promote popular education, and that the acceptance of aid from Government for educational purposes was in no sense inconsistent with the fundamental principles of dissent. In South Wales the Voluntarists, whose leading spirit was Henry Richard, were very numerous, very active, and very aggressive. In North Wales the supporters of the opposite principle, led by Hugh Owen, carried everything before them. The lecturer quoted the memorable letter dated August 26, 1843, in which Hugh Owen unfolded a scheme for the establishment of British schools in every district of the Principality. He traced the growth of the British school movement, showing how in North Wales it extended rapidly from the appointment in November, 1843, of the Rev. John Phillips as agent of the British and Foreign School Society, whilst, owing to the unfortunate division in Nonconformist ranks, an agent for South Wales was not appointed till 1853, when the Rev. William Roberts (Nefydd) accepted the post. To promote popular education the English Congregationalists offered to raise £100,000, and the result was a conference of Voluntarists at Llandovery, in 1844, when it was resolved to establish a training school for teachers and make every effort to meet the educational wants of Nonconformists without the aid of the State. A college was established at Brecon, and afterwards moved to Swansea, and schools were set up, but all were ultimately converted into or superseded by State-aided schools. Meanwhile, the Church Education Committee greatly increased the number of their day schools, and founded the training college at Carmarthen and the Carnarvon College (removed to Bangor in 1892). In 1856 steps were taken to establish a training college for British school teachers in North Wales, and it was opened in 1862, and the Rev. John Phillips was the principal till his death in 1867. The scheme initiated by Hugh Owen in 1854 to establish Queen's colleges in Wales failed. It was the period of the Crimean War and Indian Mutiny, and the time was inopportune. It was eight years later when the late Dr. Thomas Nicholas published a series of articles on higher education, which came to the notice of Hugh Owen. The outcome of communication between them was the meeting on December 1, 1863, at the Freemasons' Tavern in London, the chairman being the late Mr. William Williams, M.P., when it was resolved to establish a University for Wales. One by one Hugh Owen's colleagues on the Executive Committee retired, till he was left to fight the battle of Welsh higher education as best he might. All his friends did not desert him. One was still living—Mr. Stephen Evans, Chairman of the Cymmrodorion Council. The late Lord Aberdare, Sir Lewis Morris, and others came forward to fill the gaps. Though the one great tangible result of Hugh Owen's labours—viz., the Aberystwyth University College—was opened in 1872, the storm and stress of his life were not over until 1881, when the Departmental Committee made their report on Higher and Intermediate Education in Wales. Hugh Owen died in November, 1881. For well-nigh forty years he had been the one central figure and moving spirit of the Welsh educational movement. After his death his spirit went on conquering and to conquer. The national spirit has often died out—fortunately to be again and again revived—in many a Welsh district, but from time immemorial it has never even slumbered in the breasts of the Welshmen of London, who, when they revived the Hon. Society of Cymmrodorion and established the National Eisteddfod Association, provided the Principality with two of the most powerful educational agencies of this generation. Here again Hugh Owen was foremost in action, both societies owing their existence very largely to his initiative. The lecturer outlined the work which resulted in the passing of the Welsh Intermediate Education Act in 1889, and the establishment of the Welsh University, of which Dr. Isambard Owen was the great central figure. Upon him had fallen the mantle of Sir Hugh Owen, and it was no small praise to say that he was not lost within its folds. Dr. Owen's active interest in Welsh education began with the Society for the Utilization of the Welsh Language in 1885. At a meeting of the Cymmrodorion section of the London National Eisteddfod in 1887 the late Principal Viriamu Jones read a paper on "A Welsh University." Principal Thomas Charles Edwards presided, and on that day the foundation stone of the University was laid; in seven years the work was done. He was not in a position to apportion the credit for this wonderful achievement. Some of the credit was due to the late Lord Aberdare, some to that fine Welsh patriot Tom Ellis, some also to Principal Reichel, Principal Roberts, Mr. Brynmor Jones, Mr. George Kenyon, Mr. Humphreys-Owen, &c.; most of it was due to the late Principal Viriamu Jones and Dr. Isambard Owen. Such was the outline of the growth of the present system of Welsh education. It was said of old, "The Red Dragon will

lead the way." It took the lead on the fields of Crecy and of Bosworth in the days of long ago. Sir George Kekewich and Mr. Fearon would tell them that it took the lead at Whitehall to-day. Did it not all sound to them "like a romance"?

The Chairman (Sir George Kekewich) said he had found at Festiniog, in North Wales, the most interesting object-lesson he had ever had of perfect co-ordination between elementary and secondary schools. Cordial co-operation existed among the teachers, and the quarrymen of the district had contributed over £900 towards their secondary school buildings. He regretted they could see nothing of that kind in England. He had no hesitation in saying that Wales had secured a secondary system superior to any that now existed in the United Kingdom. At present only in Wales could a boy reach the top of the educational ladder from the bottom rung without any financial expense. One thing that had specially struck him while listening to Mr. Williams's paper was that no religious difficulty and no religious discussion could ever, in the long run, stand in the way of education. The results achieved could never have been attained without unanimity between the nation and their representatives in Parliament. With regard to the teaching of the Welsh language, he had ardently supported its being taught in the schools, for, if English was to be the language of commerce and trade, Welsh was the language of the hearth and the home, of music and of song. It increased the intellectual force and improved the reasoning faculties of a nation to talk and to think in two languages. He trusted he might end his days in what the Saxon called the wilds of Wales, but which were far more civilized than anything England could show.

SCOTLAND.

The Rev. David Miller Kay, B.D., B.Sc., of the Church of Scotland Mission, Constantinople, has been appointed by the Crown to the Chair of Hebrew and Oriental Languages in St. Andrews University, vacant by the death of Prof. Birrell. Prof. Kay had a distinguished career as a student at St. Andrews and Edinburgh, and he was for some time assistant to Prof. Kennedy, of Edinburgh. He translated from Syriac the "Apology of Aristides" for the Ante-Nicene Library, and he is also the translator of Dalman's "Die Worte Jesu." The appointment has given complete satisfaction in St. Andrews.

Under the will of the late Mr. Robert Irvine, F.R.S., Edinburgh University is in course of time to receive a Professorship of Bacteriology, with a class-room and laboratory. For this purpose the residue of Mr. Irvine's estate is to be retained until it accumulates to a sum of £25,000 or £30,000. Glasgow University has received £10,000 from Mr. James S. Dixon, Fairleigh, Bothwell, for the foundation of a Lectureship (to be ultimately erected into a chair) of Mining. The first Lectureship in Italian at a Scottish University has also been instituted at Glasgow.

The General Councils of Aberdeen and St. Andrews have been further considering the question of the bursary competition. The Aberdeen Council adopted the resolution of the Senatus and the University Court, that the maximum number of marks attainable at the competition should be the same for all candidates. This resolution, of course, cannot be carried out as regards all the bursaries without a new ordinance; but the Council resolved to "direct the attention of the Court and Senatus to the fact that the terms of their own resolution can be given effect to in awarding twenty-three open bursaries, to which the provisions of the ordinance do not apply." It was also resolved to deprecate the present practice of allowing five subjects to be taken in the competition, on the ground that this involves far too severe a strain upon the candidates. The St. Andrews Council has not finally expressed its opinion; but there is before it a proposal to limit the number of subjects to four, one of which shall be chosen by each candidate as his Honours subject, and shall have double marks assigned to it, while the maximum attainable marks shall be the same for all candidates. If the Aberdeen resolution is carried out as regards the bursaries, which are not subject to the provisions of the ordinance, we shall have an interesting experiment, the results of which will probably be valuable for guidance in future action.

In Edinburgh and Glasgow there has been a very considerable increase in the number of entrants for the Preliminary Examinations. In Glasgow the increase is over 40 per cent. in Arts and Science, and about 50 per cent. in Medicine. In Edinburgh it is over 20 per cent. in Arts and Science, and about 35 per cent. in Medicine. In St. Andrews it is about 20 per cent. in Arts and Science, while in Medicine there is no change. In Aberdeen there is a slight decrease in the number of entrants for both of the examinations. The increase is doubtless mainly due to the Carnegie benefaction; but it is hardly possible to make any definite inference from the figures, as a large proportion of new students (especially in Arts) take the Leaving Certificate instead of the Preliminary Examination.

The Rev. H. M. Gwatkin, D.D., Dixie Professor of Ecclesiastical History in the University of Cambridge, has been appointed Gifford Lecturer in the University of Edinburgh for the years 1903 to 1905.

(Continued on page 330.)

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The St. Andrews University Court has appointed Mr. Peter S. McIntyre, M.A., to a studentship in the British School of Archaeology in Rome. This is the first studentship of its kind that has been instituted out of the general funds of a Scottish University, although Aberdeen has for many years had an independently endowed travelling Fellowship for archaeological research.

IRELAND.

The Royal Commission on University education in Ireland commenced its third sitting for the hearing of evidence on April 2, in Belfast. A very large number of witnesses were briefly examined during the four days the Commission remained in Belfast, chiefly professors and others connected with Queen's colleges, representatives of the Presbyterian body, and some heads of women's colleges. A day was spent in Londonderry in connexion with the Magee College, and the Commission then visited Galway and Cork Queen's Colleges. In the latter towns memorials from the local Councils were laid before the Commission, praying that the establishment of facilities for University teaching in the towns might be recommended by the Commission.

It is expected that the Commission will hold another, and probably its last, sitting in June, but it is not known when it will send in its final report. At present there appears to be a strong feeling in favour of the scheme of colleges under Dublin University among many different sections. At the meeting of the Synod of the Irish Episcopal Church, held in Dublin in April, the Primate, the venerable and distinguished Dr. Alexander, advised some broad and generous final settlement, and advocated this scheme. The Catholic laymen's memorial to the same effect has been largely signed. The Roman Catholic Archbishop of Dublin has published his letters on the distinction between Dublin University and Trinity College in pamphlet form. The scheme seems to be eagerly seized on by those who are opposed to sectarian education, although, if the colleges had the extreme autonomy that is suggested, they would be denominational to a very large extent.

At the Synod also attention was drawn to the teaching given in the Divinity School of Trinity College, which is believed by a section of Churchmen to have a High Church tendency. It was defended with great vigour by the Provost and others, who, however, showed too little consideration for the rights of their opponents in raising the question, and the motion was defeated.

The Graduates' Memorial in Trinity College is at length approaching completion. The funds were raised ten years ago among Trinity College, Dublin, graduates and undergraduates, as a memorial of the tercentenary of Dublin University, 1892. The new building will give a home to the various college societies, and to a Union of the members of the college. The project was long delayed by the opposition and procrastination of the Board, the difficulty found in obtaining their consent, and their approval of a site and the plans. It is now at last accomplished, and the Union will be opened, it is expected, on May 30.

Mr. Lecky, the historian, the distinguished Parliamentary representative of Dublin University, is about to resign his seat in the House of Commons. Mr. Campbell, K.C., late member for the Stephen's Green Division, and Mr. Arthur Samuels, K.C., both eminent and able lawyers, have already announced their intention of standing for election. There is, however, a strong feeling that, if possible, the University should be represented by a man of academic and literary distinction (as is the case in Oxford and Cambridge), rather than by an ambitious lawyer. The difficulty is to find such a man who is willing to sit in Parliament. In the present state of the Irish University question, and the certainty that changes and reforms in Trinity College cannot long be postponed, it is of much importance that Dublin University shall have, not only an able and energetic defender in the House, but also a representative versed in the needs of University education, and holding large and moderate views on Irish education and Irish politics.

The Intermediate Board met soon after the Easter holidays to draw up their rules and programme for 1903—no easy task, considering the mass of hostile criticism on those for 1902 that they have had to confront. The Rev. Andrew Murphy, head of St. Margaret's College, Limerick, at a meeting of the Catholic Head Masters' Association about Eastertide, proposed and carried resolutions asking the Intermediate Board to appoint a consultative committee of the heads of intermediate schools, to which they would submit their rules, when drafted, or any important changes, before deciding on them. It was pointed out that criticisms and suggestions from practical educationists would be found valuable, and also that the schools might be saved from the inconvenience and injury of having to carry out for a year unsatisfactory arrangements, which the Board will not alter when once they are published. It is suggested that such a consultative committee could be formed by allowing each of the educational associations to elect one or two representatives. The resolutions have been joined in by the other associations, and it is to be hoped that the Board will adopt the suggestion. None of the members of the Board are men who have had any considerable experience of school-teaching, nor do they consult the heads of schools; hence many of their rules are found to be unworkable, or to have results, when applied, that they never intended.

PRIZE COMPETITIONS.

The winner of the Translation Prize for March is Miss Alice Harford, Blaise Castle, Henbury, Bristol.

The winner of the Extra Prize for March is David Rees, Esq., County School, Rhyl.

The Translation Prize for April is awarded to "T.B.C.S."

The Extra Prize for April is awarded to "E.A.O." There were only four competitors.

J'occupais, dans l'unique auberge du lieu, une grande chambre blanchie à la chaux, sommairement mais proprement meublée, dont la fenêtre s'ouvrait sur le large. Assis sur une chaise de paille devant une table de bois blanc, j'ai composé alors tout un poème au bruit solennel et berceur des grandes lames qui semblaient me redire sans cesse que le rythme est une loi de la nature. Mais on ne peut toujours faire des vers et écrire, et la promenade à pied était mon hygiène et ma distraction. Le plus souvent, je m'en allais le long de la grève, ayant à ma droite la falaise aride et monumentale, et à ma gauche les espaces découverts par la marée basse, immense désert de sable, taché seulement de quelques groupes noirs de rochers. C'était mon excursion favorite. Pourtant, par les jours de forte brise et de grosse houle, j'abandonnais le bord de la mer et, remontant la rue du village, j'allais flâner dans la lande; ou bien je m'établissais avec un livre, sur un vieux banc, dans le cimetière, où l'on était abrité du vent d'ouest par la masse de l'église. Le bel endroit de tristesse et de rêverie! Vers le ciel d'automne où couraient les nuées, le clocher à jour s'élançait, pieux et sveltes. Des corbeaux, qui s'y étaient nichés, s'en échappaient et y revenaient en croissant, et l'ombre de leurs grandes ailes sans cesse glissait sur les tombes éparses dans l'herbe haute. Entre deux des contreforts de l'église, à demi ruinés et dont la pierre grise et rongée par le vent marin se parait çà et là d'un frissonnant bouquet de petites fleurs jaunes, une chèvre noire au piquet, presque effrayante avec ses yeux de flamme et sa barbe satanique, belait et tirait sur sa corde. Le soir surtout, quand, à travers le squelette d'un vieux pommier mort aux branches rageuses, on voyait là-bas, à l'horizon, le soleil couchant saigner sur la mer, ce sauvage cimetière emplissait l'âme d'une poignante mélancolie.

By "T.B.C.S."

I occupied, at the only inn in the place, a large white-washed room, simply but neatly furnished, overlooking the sea. Seated in a rush-bottomed chair before an unvarnished table I wrote a complete poem, to the solemn measured beat of the great waves—they seemed to be for ever repeating to me that rhythm is one of the laws of nature. But one cannot be always making verses and writing, and I used to take walks for exercise and recreation. I generally went along the beach, with the barren cliffs towering up majestically on my right, while on the left stretched the reaches uncovered by the outgoing tide, a vast sandy waste broken only by a few dark groups of rocks. This was my favourite walk. On windy days, however, when there was a heavy sea, I used to leave the shore, ascend the village street, and wander over the moor. Or I would install myself with a book on an old bench in the cemetery, sheltered by the church from the west wind, an ideal spot for dreaming and melancholy. The slender, open-work steeple, eloquent of things divine, rose up into the cloud-swept autumn sky. Some ravens that had built their nests in it kept flying in and out with noisy croaking, and the shadows of their great wings skimmed incessantly over the tombs dotted about in the long grass. A tethered black goat, looking quite uncanny with its fiery eyes and satanic beard, bleated and strained at its cord between two of the half-ruined buttresses of the church, the grey stone of which, worn by the sea-breezes, showed here and there waving clusters of little yellow flowers. In the evening especially, when through the weird leafless boughs of an old dead apple-tree the setting sun could be seen far away on the horizon tinging the sea with blood-red light, this neglected cemetery filled one with poignant melancholy.

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Fifth Class.—Emerald Isle, Junot, Margaret, Viola, Una, Quae, Salsify, Satrap, Snik, Oules, Gyp, Oundel, Pascal, F.S., Prado, Simulac, Nerveless, Anne.

The Coppée was easy save for two phrases that needed careful turning. One pitfall will account for a good many of the fourth classes: *se parait* has nothing to do with *paraître*. *Le large* is "the offing," not "the open country," and it is more natural to say "which looked out on," suppressing "the window of which." *Une chaise de paille* is a straw or rush-bottomed chair, not a straw chair. *J'ai composé*, "I wrote during my stay there a whole poem," not "I have written." It is a small matter, but I may note in passing that fifty at least, misled by the French, spelt "rhythm" with one *h*. *Monumentale* is "towering, beetling, standing as a landmark," not "monumental" nor (though this is nearer) "immemorial." *La lande*, "moor" or "dunes," not "inland." *La masse de l'église*, "the church fabric," not "the huge church." *Le bel endroit*, "What a place for sad day dreams," or "an ideal spot," &c. *Le clocher à jour*, "the open-work steeple," or "bell-tower with its lantern, pointed with tapering finger to the autumn-sky befecked with scudding clouds." Here a literal translation is hopeless; "rose slender and saintly," sounds ridiculous. *Corbeaux* is the generic name, and it is impossible to determine whether ravens or crows

or jackdaws (*corneilles des clochers*) are meant; *grandes ailes* are in favour of the first, but neither ravens nor crows are gregarious. In any case rooks, which only build in trees, are out of the question. *Aux branches rageuses* is difficult, and several suggested the emendation *rugueuses*. The word to my mind pictures the knotted, angular, aggressive-looking branches of a dead apple tree; "wizened" is the nearest I can get. *Saigner sur la mer* is bold; "sinking blood-red in the sea," or Shakespeare's "incarnadine" might serve.

Mr. C. R. Haines writes from Uppingham:—"Your prize list of books suitable for a boy in quarantine to read seems open to many criticisms. (1) 'Gulliver's Travels' is *absolutely* unsuitable. The satire is beyond a boy; the coarseness and offensiveness alone are likely to cling to his memory. It awakes my astonishment that a competitor should select the book and that you should 'crown' his selection. (2) In the prize list no scope is given to originality of selection. All the stock books are put together. A competitor who had never read any literature could have made up such a list merely from general reputation. It reminds one of the story: 'The style as we likes is the humdrum.' (3) Contemporary literature is ignored—if we except 'Treasure Island,' which is a pure plagiarism from other writers, such as E. A. Poe. Such splendid boys' books as the 'Jungle-Books,' 'Eothen,' and 'The White Company' are much more to the point than some of these. (4) 'Robinson Crusoe' is a book for an earlier stage than fourteen, and may be considered to have been read. Ditto perhaps 'Westward Ho!' (5) One touch of poetry at least is wanted."

[This seems to us rather captious criticism. Of "Gulliver's Travels" there are plenty of expurgated editions, and ignorance of the political satire does not spoil the romance. There is more force in the objection to "Robinson Crusoe," but we would wager that not one schoolboy of ten has read it. "Eothen" is a classic, but very few boys of fourteen would appreciate it. No touch of poetry in "Westward Ho!" or "Ivanhoe"!]

The following spirited translation in verse of the passage set in March was sent us by an English friend, who apologizes (needlessly, our readers will deem) for "a loose paraphrase, faite à la diable":—

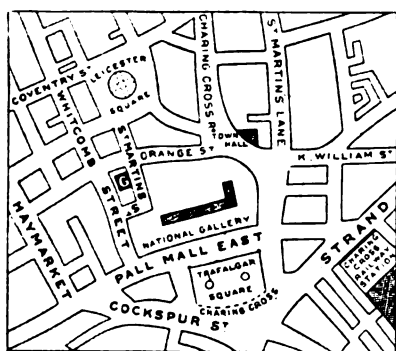
Voici, mon cher ami, mon essai pour le prix
Qu'a gagné vaillamment la dame "Nectarine";
Elle a traduit le sens et m'a vraiment surpris
(Admettant que son cœur ne suit pas la doctrine)

(Continued on page 334.)

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These School and Teachers' Advertisements are continued from page 294.

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Par la force des mots qu'elle a choisis pour dire
Que l'Orient se fiche, aussi bien que l'Europe,
Des gens mal élevés qui prennent leur loisir
A lorgner une femme en la croyant myope. H. E. H. J.

Tandis que vous suivez un chemin difficile
Par un étroit sentier entouré de murs clos,
Peu fréquenté, rapide ! (allure peu facile)
Peut-être verrez-vous un paquet, un ballot
En forme de cercueil, un tas de toile blanche.
N'en doutez pas, c'est bien la femme d'Orient
Luttant péniblement contre une jupe ou manche,
Et les plis tortueux de son drap trop pliant,
De grossières bottines et d'affreuses babouches...
Gauchement elle avance et révèle son sexe
Dans des efforts constants ; des touches et retouches
Pour soulager un peu son fardeau trop complexe...
Que dis-je ? le fardeau de ses brillants attraits.
Ses femmes esclaves la suivent de bien près.
Vous ne pouvez rien voir de son visage même,
Si ce n'est ses yeux noirs vous fixant à l'extrême,
Et les bouts trop fardés des cinq doigts de sa main,
Comme boutons de rose aux bastions d'un Kremlin ;
Voyez : elle se tourne, a peur d'être surprise,
Et se retourne encor comme il sied à sa guise,
Guettant de tous côtés le regard musulman
Qu'il lui faut à tout prix éviter maintenant ;
Mais voilà tout d'un coup son *yashmack* qui s'envole,
Et la femme se montre—oui—sans voile ou contrôle,
Inondant tout votre être et d'extase et d'alarme,
Au merveilleux soleil d'une beauté qui charme.
Notez bien, ce n'est pas un caprice léger,
Une grâce factice et qu'on doit ménager,
Qui vous porte à douter si son corps ou son âme
Vous ont amouraché de cette belle femme ;
C'est tout bien sa beauté : ces grands traits réguliers,
Cette vive couleur, ces contours familiers,
Ce feu, que le courage, assurément pour elle,
Inspire à sa personne, à son âme—Dieu sait quelle !—
Ce brillant, cette fougue et non moins cet orgueil
Que respire sa lèvre et qu'on dit un écueil.
La femme fait sourire, mais la beauté domine,
Vous pâlissez devant la splendeur qui vous mine...

Elle s'en aperçoit, et d'un oeil tout malin
Vous contemple et sourit doucement, puis, soudain,
Ses cinq doigts à la fois, ces cinq boutons de rose
Sur vos bras elle plante et sur l'un se repose
En criant "*Yamourdjak* ! Mon ami, pour tout beau,
De la peste, en un mot, je vous fais le cadeau !"
C'est sa façon de plaisanter, façon d'abeille...
Un *Joe Miller*, ici ; là-bas, histoire vieille.

A Prize of Two Guineas is offered for the best translation of the following hymn by Spitta :—

Wir sind des Herrn, wir leben oder sterben !
Wir sind des Herrn, der einst für alle starb !
Wir sind des Herrn, und werden alles erben !
Wir sind des Herrn, der alles uns erwarb !
Wir sind des Herrn ! so lasst uns ihm auch leben,
Sein eigen sein mit Leib und Seele gern,
Und Herz und Mund und Wandel Zeugnis geben,
Es sei gewislich wahr : Wir sind des Herrn !
Wir sind des Herrn ! So kann im dunklen Thale
Uns nimmer graun ; uns scheint ein heller Stern,
Der leuchtet uns mit ungetrübtem Strahle ;
Es ist des Gottes Wort : Wir sind des Herrn !
Wir sind des Herrn ! So wird er uns bewahren
Im letzten Kampf, wo andre Hülfe fern ;
Kein Leid wird uns vom Tode widerfahren,
Das Wort bleibt ewig wahr : Wir sind des Herrn !

EXTRA PRIZE.

At the coronation feast of Henry V. there were antelopes, eagles, and other strange fowl "with subtilties in their bills." A Prize of One Guinea is offered for the best triplet of subtilties or mottoes for the coming coronation dinner.

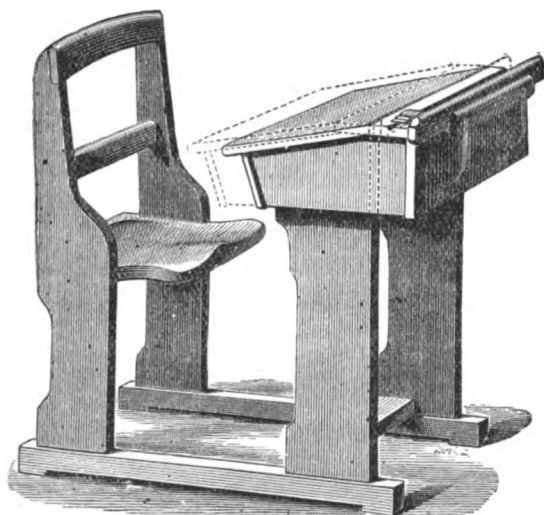
Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by May 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C.

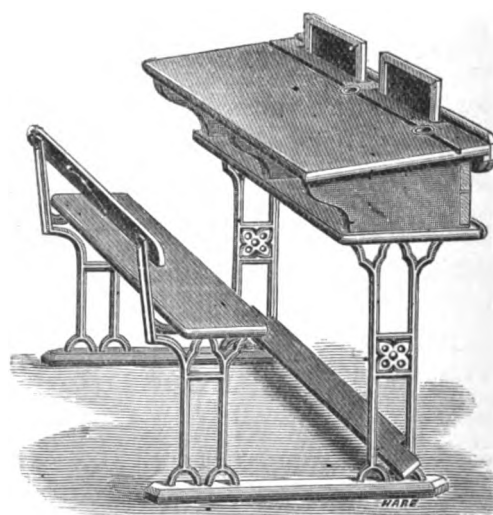
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FRANCE AND ENGLAND: AN OBJECT-LESSON.*

THE seventh volume of "Special Reports" comes at an opportune moment. It deals, indeed, with a limited subject—Rural Education in France—but French education is all of a piece, and in performing their allotted task Mr. Brereton and Mr. Medd, especially the former, have felt compelled to survey the whole field, and incidentally to touch on the salient points of contrast between the educational systems of France and of England.

It is solely to this aspect of the Report that we desire now to call attention, and we hope our readers will buy the volume for themselves, not merely for the sake of the technical information not otherwise easily procurable, but as throwing a side-light on French life and character all the more valuable because this was not the direct object of the authors. The matter is so interesting that we cannot help regretting that it is marred by Mr. Brereton's careless English, his gallicisms, and disregard of syntax. The printers' reader is as much to blame as the author and reviser.

In spite of Royal Commissions and Departmental Reports and Matthew Arnold, how little we still know of our neighbours! If the average educated Englishman—let us say a Cabinet Minister—were asked what is the *différence* of French primary education, he would probably answer: "It is highly centralized; the Minister of Education is an autocrat, appoints all the teachers, and has an army of inspectors who see that his curriculum is carried out to the letter; and the schools are all godless." Our readers, even if they have not read this volume, need hardly be informed that the opposite of these statements would be nearer the truth. Education is far more localized in France than it is in England; the powers of the Minister of Education are strictly circumscribed and limited; he has nothing to do with the appointment of teachers or of inspectors (except of the eleven General Inspectors); the curriculum of town and country schools is differentiated, as it has yet to be in England; and a third of the children of France are still under religious instruction.

Let us take *seriatim* the main points of contrast, and begin with the most important factor of all, the teacher. In France every primary teacher has been trained; Article 68, the properly vaccinated female help, is unknown. Only a small and fast disappearing remnant of those who were teachers before 1881 survive, without *brevet* or diploma. Again, there is in France no question of tenure. Teachers, though appointed by the Prefect on the recommendation of the Academy inspector, are paid by the State, and can only be dismissed by the central authority. But how about the pay? Our friends at Bristol the other day waxed indignant at the 40s. a week which is the average wage of an assistant master in England. That, Mr. Brereton tells us, is about as much as a French teacher can get at the top of the tree. "The highest paid teachers in France are only earning the same salary as the average paid teacher in England." If, then, English teachers are discontented with their lot, there must in France be smothered mutiny or open rebellion. Not a bit of it. Mr. Brereton and Mr. Medd were both struck by the general air of comfort and contentment, and hardly once heard a murmur. What is the explanation? "The humblest teacher in the most out-of-the-way hamlet, acting, as it were, as the pioneer of new ideas and new traditions, often in the midst of open indifference or covert hostility, feels that he has got a whole Ministry behind his back, just as the lonely sentry feels that he has in his rear an army of his own friends." Among these "godless" teachers *esprit de corps* and the missionary spirit are strong, and with high thinking goes plain living. Prices rule higher than in England, but the standard of comfort is lower.

To turn to the schools. In 1878 France cut at a stroke the knot that we are fumbling at in 1902. The law of June imposed on every commune the obligation of erecting or acquiring a school or schools of its own. There was no haggling over the cost. In the succeeding nineteen years £34,000,000 have been spent on buildings alone. In 1881 followed the abolition of school fees, and the next year its corollary, compulsory attendance. A fourth law, which consummated the work of State education for the people, followed in 1886; it decreed the

laicization of schools and "cut the painter once and for all between the public and private schools, between the State and the different cults."

What have been the results of this drastic and uncompromising application of the aphorism that the State has all to do with education and nothing to do with religion, beyond keeping the peace and seeing fair play between the various sects? Mr. Brereton's evidence goes to show that on the whole the balance is in favour of undenominationalism. The bulk of the nation is content, the antagonism of the *curés* is dying out; the State schools are far superior, at least as regards profane learning, to the Congregationalist schools that they have superseded, and there is no suggestion in these Reports that the morals of the nation have suffered from the exclusion of dogmatic teaching. In fact, the one dissentient note, or rather minor chord, that we can discover is the opinion of an inspector who thought that

Perhaps Jules Ferry went too far; had he allowed the *curé* to enter the school in order to teach the Catechism to those whose parents wished for it, the result would probably have been peace in the long run. For, if the *curés* could have given up their schools with honour, they would have done so long ago, as their schools constitute a very heavy drain on the clergy.

Denominational schools in France, as we remarked before, still educate one-third of the population; yet they receive not one penny from rates and taxes, and, as regards building, plant, and qualifications of staff, they are under State supervision. Our so-called voluntarists have already three-fourths of their expenses paid by the Treasury, and yet they groan under the "intolerable strain," and demand to be relieved of the remaining fourth, and to occupy the ground in perpetuity, paying only a peppercorn rent, the cost of broken tiles and windows. When looked at through French spectacles the claim seems somewhat extravagant.

Of administration and the elaborate scheme whereby the central and the local authorities are co-ordinated we cannot now treat, but must confine ourselves to what concerns us most nearly at the present moment, the constitution and working of the local authority.

The *conseil départemental* is the analogue of the education committee of Mr. Balfour's Bill. The main difference is that the constitution of the former is rigidly defined, while the latter may be as various in size and form as the forty-one counties of England, provided the scheme be approved by the Board of Education. The *conseil départemental* is presided over by the prefect and contains delegates of the *conseil général du département*, which corresponds roughly to our County Council.

It is not in any sense a representative body of the ratepayers, as the pedagogical members are in a large majority. The Academy inspector acts as vice-president. Other members are heads of the two normal schools, two male teachers and two female teachers elected by their colleagues, and two primary inspectors. On the discussion of certain questions the private schools have a right to be represented by two delegates. Experts can also be summoned. The duties of the Council are pedagogical, administrative, and judicial. They see that the programmes are duly carried out, and discuss the educational condition of the schools. Their administrative functions permit them to determine the number, nature, and situation of the primary schools, as well as the number of the masters. . . . Its judicial functions make it an appeal court in the question of the opening of a private school. Its disciplinary powers are very great, extending to a complete prohibition to teach in any school.

Lastly, as regards finance, though it has no power of directly levying a rate, yet it can indirectly compel the communes to spend money on education.

It would be tedious to point the differences between this carefully contrived and adjusted piece of mechanism, which works almost automatically and without apparent friction, and the happy-go-lucky take-it-or-leave-it, *fais ce que voudra* scheme of the Government Bill as it stands. No legislation could bring about the homogeneity of the French system, the product and result of French genius. We do not want uniformity. We thank God, as Mr. Skrine has it, that "He has made us Englishmen, and not as masters and boys are abroad." Yet on any who read these Reports with an open mind the reflection must be borne that the Englishman's watchword, "Elasticity, variety, spontaneity," may become a fetish, no less than the "Liberty, equality, fraternity" of the French Republic. In the long run our unchartered freedom tires. We lack what Mr. Brereton has happily termed the "power station" at the centre;

* "Special Reports on Educational Subjects." Vol. VII.: "Rural Education in France." (Price 1s. 4d. Eyre & Spottiswoode.)

we lack what the Bill promises to give us, the machinery for co-ordinating primary and secondary education, not only at the centre, but in each local area; and we lack still more, what the Bill does not profess to give, the power of compelling each Local Authority to provide an adequate supply of primary, secondary, and higher education, and in particular, of training institutions.

REVIEWS AND MINOR NOTICES.

The Great Persian War and its Preliminaries: a Study of the Evidence, Literary and Topographical. By G. B. GRUNDY, M.A., Lecturer at Brasenose College, and University Lecturer in Classical Geography, Oxford. With illustrations. (Price 21s. net. John Murray.)

His studies of Plataea and Sphakteria had already done more than introduce Mr. Grundy to notice; they had given him a claim to speak with authority on problems of Greek topography and military history. Consequently the appearance of this, the first volume of a connected work on Hellenic warfare, has been eagerly expected. The method on which he has relied is simple, but strictly scientific: proceeding from the postulate that, in order to discuss such problems with profit, it is necessary to be accurately acquainted with all the relevant facts which are accessible, armed with a theodolite and a measuring chain, a bold and industrious explorer may render invaluable service to armchair critics; though he must hardly expect their gratitude. He must face brigands, malaria, mosquitos, and an unspeakable cuisine; but he may hope, in good time, to send many German programmes and some more pretentious treatises to the pastry-cook. To the history of the great Persian War Mr. Grundy has contributed an exploration and survey of Plataea and Thermopylae which must serve as the basis of all future criticism; and this service alone should win for him the warm gratitude of all genuine students of Greek history.

There was, not so very long ago, a period in history when every tyro repeated with flippant assurance that the Father of History was the father of lies. No doubt they spoke better than they knew. Every historian is—or should be—well aware that history cannot be true—absolutely, objectively true. Consider the growth of an anecdote and the stimulant qualities of a dish of tea; and then consider the fertile imagination of the Greeks and the sources for history at Herodotus's disposal. Herodotus himself was deeply religious: he wanted to be truthful and to do justice. He spared no personal pains in his quest. He is, therefore, to be trusted for the facts he records, but not for the motives by which he seeks to explain them. This, in brief, is Mr. Grundy's first principle of criticism. Succinctly stated it is sound enough; but its value will depend upon its application. Mr. Grundy, justly enough, protests unceasingly for the good faith of Herodotus. His only endeavour, in rationalizing history, is to save the author's reputation. His motives are honourable and his advocacy benevolent. But, in the effort to vindicate, Mr. Grundy claims rather too often the prerogative of reconstruction. It would seem, indeed, as if Herodotus can only be defended from the charge of forgery by imputing to him the meanest capacity—an honest painstaking soul, but of simple wits! Mr. Grundy is very ready, on occasion, to eke them out from his own store, and to act the part of the perfectly sincere but officiously candid friend.

Take, for example, his interpretation of Herodotus's story of the events leading to the outbreak of the Ionian revolt. He holds that, pursuant to the disastrous failure of Darius's Scythian expedition, a widespread conspiracy was hatching amongst the Ionian Greeks, that the Persian attack on Naxos was really due to the machinations of the conspirators, who wanted an opportunity of consulting each other undetected, and of uniting and mobilizing the united Ionian fleet; that Aristagoras, and not Megabates, the Persian, ruined the attack by sending secret information to the Naxians; that—but why continue? It is Herodotus turned inside out; and there is not a scrap of evidence to back it. Even the malignant author of the pamphlet "On the Malignity of Herodotus" never ventured so audacious a flight.

Take a still more striking case. Mr. Grundy offers an

entirely novel setting for the indisputable fact of the last stand of Leonidas and his heroes at Thermopylae. He asks us to believe that when Leonidas "sent away" the 2,800 Greeks, he really despatched them, on hearing that the Persians had discovered "the upper path" and were advancing by it, to seize it before the Persians had time to debouch from it in any strength. It was no piece of noble devotion, but a strategic reason, which kept the Spartans, Thebans, and Thespians at Thermopylae. Afterwards the Spartans elected rather to dazzle posterity with a lie than to tell the truth about their cowardly allies; and the 2,800 cowards sealed their own lips in "a conspiracy of silence," which it has been left for Mr. Grundy to detect! It is a magnificent conjecture; but it is quite incredible.

We think that Mr. Grundy has, perhaps, most reason to be satisfied with his work on Plataea. Here he has, indeed, with admirable acumen, judgment, and industry, constructed an intelligible campaign out of chaos. With perhaps one exception (page 493), his argument is throughout convincing, and the entire concision which results from the minute study of the text of Herodotus and a careful survey of the ground enhances the reader's faith in Herodotus and his good will to Mr. Grundy. But even here it seems to us doubtful whether Mr. Grundy does not press his favourite canon of criticism rather too hard. "Herodotus's account," he says, "exemplifies in a peculiar way both his excellences and his limitations as a military historian. His own diligent inquiry led him to make the best use possible of the evidence at his command; but that evidence was not obtained from one who was conversant with the plans of those who directed the operations, nor had the historian himself such knowledge and experience as would enable him to form sound inductions as to the nature of those plans from information of the kind which was at his disposal." Is Mr. Grundy so sure of all this? It is singular that he has entirely overlooked the fact that Olympiodorus, son of Lampon, commander of the three hundred picked Athenians who so boldly came to the rescue of the distressed Megareans (Herodotus IX. 21), was almost certainly, either himself, or through the medium of his son Lampon, the prophet of Thuri, one of Herodotus's sources. He probably fought through the campaign; and there is no reason to suppose that one who, at any rate, must have been a competent tactician should have been altogether ignorant of strategy.

Mr. Grundy's style is not altogether attractive; it is least irritating when it does not aspire to the grandiose. He would seem to have stitched his sheets rather hastily together, and to have left many inconsistencies and repetitions which a more careful revision might have removed. To have omitted all discussion of the pass by which the host of Xerxes entered Thessaly is extraordinary; the narrative and criticism of the Persian attack on Delphi is inadequate (e.g., all reference to Herodotus, IX. 42, is omitted); and we were a little surprised that he should have made no attempt, when dealing with Salamis, to solve the riddle of Keos and Kynosura. Mr. Grundy's accuracy leaves usually little room for complaint. We note, however, in conclusion, one or two points which might be altered or cleared up in a future edition. The date 519 for the "commendation" of Plataea to Athens is usually held to be ten years too early (page 179). A reference to the actual passage in Herodotus (VI. 109) will show that Miltiades did not urge the immediate offensive (page 180). This is a small point, but, as Mr. Grundy will see, something turns upon it. The second paragraph on page 202 is, at the least, misleading. Finally, the δεικνύου should not be confused with Rodney's famous manoeuvre of "breaking the line."

Pastor Agnorum: a Schoolmaster's Afterthoughts. By JOHN HUNTLEY SKRINE. (Price 5s. net. Longmans.)

"A cum talis sis utinam noster esses!" is the first expression of our feelings as we lay down this fascinating volume. A better afterthought succeeds; we recall the *naturaliter Christianus* of St. Augustine, and acknowledge to ourselves that, though he is a clerical head master, though he mocks at pedagogics and speaks disrespectfully of the registration of teachers, the Warden of Glenalmond is one of the elect and a true shepherd. He has sat at the feet of Edward Thring, and learnt his trade at Uppingham. We are not greatly concerned if he overlooks or even looks down upon the professional element; he both by precept and example shows that the teacher's is a high vocation and calling, and the greater includes the less.

Thus, in treating of extraneous work, he lays down that the schoolmaster may be author, poet, or man of science, provided always that the school comes first in his affections, and that all his other work is subsidiary or complementary. The same rule holds good of the clerical master, and Mr. Skrine admits it, though he puts the case somewhat differently.

I stand by monarchy in the school. If we cannot come at it from one end, let us from the other; if we cannot find a cleric good enough to rule our school, if, that is, we cannot have a priest-king—king because he first is priest—then let us have the king-priest; let our layman feel that, having the temporalities, he must occupy the spiritual command as well.

Of course he must. However it may be with primary schools, it is not possible in secondary boarding schools to divorce sacred and profane learning, and Mr. Skrine points out the disastrous consequences of the experiment at St. Alphage—that is, Lancing College. Nor is there any just cause or impediment why a layman should not occupy the pulpit, as did Dr. Potts, Mr. Hart, and Mr. Millington; aye, and publish his lay sermons, which, to the reader, are indistinguishable from the clerical, and which, it can hardly be doubted, produced the same effect on the listener, though Mr. Skrine still clings to the efficacy of the surplice.

And no doubt there is a force in a laic's utterance; but it is the force of surprise. When in old Rome a bull spoke in the Forum he gained attention; not, however, by wisdom or sincerity, but because for a bull to speak was unusual. The force of surprise, however, decays by repetition.

Taken with the context the jest is comparatively harmless, yet it seems to us a remnant of the old leaven of malice and wickedness whereof Mr. Skrine has not wholly purged himself, lover as he is of sincerity and truth. We have ourselves unconsciously fallen into the besetting sin of the reviewer and picked out the mote in our brother's eye. To brothers of the craft the book is dedicated, and a brother will forgive us for plain speaking. We make at once the *amende honorable*, and give one or two passages which reveal the true "Pastor Agnorum." First one on the burning question of tenure, with an apology for the curtailment:

I am persuaded that it is not wrongs to the pocket, but wrongs to the pride, which oftenest wreck the peace of an order. To believe that your chief takes himself for more than one, and you for less than one—there is the sting of subordination. It is not absolutism which envenoms, but contempt. Personal government may be criticized and deplored; it is not hated till it ignores the personality of a colleague. If the chief would always remember that his table is round, and one gentleman at it as good as another, . . . that the head must work his work upon the school not by him as a tool, but *through* him as a life; if, I say, the chief will be thus chivalrous, will his men ever be disloyal?

The next passage shall be the ending of an idyll, a prose poem, as perfect in its way as any of Ruskin's. We would that we could quote it entire:

For we, whose flock was youth, we also knew why we were shepherds, by the taste of the frank airs and the music of the free waters, and that sunlight of this region of ours, which is always and for ever morning-land. And we knew it also by that which an old loved Oversepherd used to call "the blessing of the weary at the close of day," the labourer's joy at a day's work harvested. And, best of all, we knew it, even we, by the Presences which visit the sheep-walk.

We had marked other passages for quotation, but it is a hopeless task to convey by extracts the charm of a work of art which, to be appreciated, must be perused as a whole.

History of Scotland, Vol. II. By P. HUME BROWN, M.A., LL.D. With four Maps and Plan. (Cambridge University Press.)

Prof. Hume Brown, in his middle volume, narrates the history of Scotland from the accession of Mary to the "glorious" Revolution of 1689. It may seem somewhat disproportionate to assign one volume in three to a period of only a century and a half; but there is sufficient justification in the importance of the events, and in the peculiarity of the characteristic motives that governed them. The dominating force in the determination of the course of the national development was religion—a force stirred to the keenest activity by the Roman Catholic faith of Mary, and reduced to a subordinate political influence by the time of the Revolution settlement only by the educative effects of severe experience. Prof. Hume Brown has not infused into

his work the preservative of style, nor is he even exempt from clumsy or negligent expressions that divert the reader's mind from the matter of the text; but he seems to improve with practice. By way of compensation, however, he is industriously plodding; he has sought out the facts with indefatigable persistence, weighed conflicting evidence—and there is much of it—with calm judgment, and set forth the story, in somewhat colourless fashion indeed, yet in as near an approach to the truth as is reasonably to be expected under present conditions.

During the first generation of the period, the great question was the national decision between Protestantism and Roman Catholicism. If "the ancient Church of Scotland died of sheer moral decay through the unfaithfulness of its own ministers," and the reformed religion commended itself to the highest consciousness of the people, yet the national triumph of the Reformation was essentially assisted by the mutual jealousy of France and Spain, which relieved the pressure upon Protestantism in England, and indirectly upon Scotland. The varying phases of the religious revolution under the numerous regencies during the reigns of Mary and James VI., as well as under the active government of Mary, are firmly and lucidly presented. In the delineation of Mary, one of the most trying tasks of the historian, Prof. Hume Brown displays judicial ability and discretion. He allows for her very exceptional difficulties, admits "her brilliant gifts," her promptness, her decision, her resourcefulness; but

Of her grave defects as a woman and as a queen, her career can leave us in no manner of doubt. In self-respect, in self-control, in that balance of mind and character which gives weight to judgment and action, Mary was so grievously deficient that we can only regard it as the irony of destiny that so ill-assorted a part was assigned to her in the scheme of things.

Apart altogether from the Casket Letters, the author holds that "from Mary's relations to the various parties, and from her conduct before and after the deed, we are justified in concluding her guilty" of connivance at the murder of Darnley. He rises to the occasion in the description of the strategic contests of Knox with Mary of Lorraine, and with her clever and perverse daughter. The part played by Moray in the religious drama of the time has been largely overshadowed by the popular personality of Knox; and it is gratifying to find that Dr. Hume Brown points out that "of the two men it was Moray who indubitably did the most to ensure the success of the Scottish Reformation."

Under the next four Kings, during more than a century, the religious struggle proceeded, with more bitterness and more calamitous incidents, but on different lines of controversy. The divine right of kings was opposed by the divine origin of presbytery; and the pretensions of the Crown were resisted by the convictions of the Kirk, supported by the mass of the people. This disastrous policy, inaugurated and pushed in practice to despotism by James VI., fanatically enforced by Charles I., upheld by relentless coercion by Charles II., and exacerbated by the Roman Catholicism of James VII., necessarily involved continual turmoil and the eventual expulsion of the Stewart line of Kings. The motives of parties, and the co-operating forces, foreign as well as domestic, are carefully noted by the author, and the great movements, ecclesiastical and military, are well described. No previous historian, we should say, has done such scrupulous justice to the aims and acts of James VI. Prof. Hume Brown touches briefly, at points, on the social, economic, and literary progress of the country, but not so fully as modern ideas of historical presentation require. At the same time this volume strengthens the claim of the first to a place in the working library of the student of history.

Historical Essays by Members of the Owens College, Manchester.

Published in commemoration of the Jubilee (1851-1901).

Edited by T. F. TOUT, M.A., Professor of History at the Owens College, and JAMES TAIT, M.A., Lecturer in Ancient History at the Owens College. (Longmans.)

At the close of the first fifty years of its existence the Owens College may well look back with pride on all that it has accomplished and derive from its past success encouragement for the future. While it has devoted itself chiefly to natural science and technical education, it has done first-rate work in other lines of study, and especially, as this volume bears witness, in history. We have here twenty essays, five by past and present teachers, and fifteen by past students of history at the college, all of them worth printing, and most of them of no

small value. The book is, indeed, a memorial creditable alike to the college and to the professors and others who have built up its school of history. In that light, and apart from the merits of this or that essay, it is specially important as a proof of the completeness and variety of the work carried on by the faculty. History has many aspects, and, if it is taught thoroughly, will attract students of different tastes. Here we have satisfactory evidence that it is so taught at Manchester, for this volume contains studies on political, religious, social, economic, biographical, and local history, and, though no one of them deals specially with constitutional questions, they afford satisfactory evidence that that branch of history also receives adequate attention.

In political history we have an able essay by Prof. Tout on the parts played by the Welsh and the Marchers in the "Barons' War" of the reign of Henry III. The close connexion between the affairs of England and Wales during that struggle has hitherto been too much overlooked by historians, and this essay is, to some extent, an excursion into untrodden country. Each crisis in the English struggle which had so strong an influence on constitutional development was largely determined by the attitude taken up either by Llewelyn or by the Marchers; and conversely, as Mr. Tout points out, Llewelyn's principality owed its existence to the general disturbance in England and to the feuds of the Marchers, as well as to the indomitable spirit of his own people. The story of the quarrels and petty wars of the Marchers is difficult and dreary reading, though, if we knew more about it, we should doubtless find it stirring enough. Its picturesque incidents, however, are for the most part unrecorded, and Mr. Tout, excellent as his work is, does not handle his subject in an attractive manner. In a shorter and more brightly written paper Mr. Dunlop sketches the Irish policy of Henry VIII., and discusses, with marked ability, the causes of its failure. A hitherto obscure question is settled by Mr. Tait, who shows that there is no longer any room for doubting that Richard II. caused his uncle Gloucester to be murdered at Calais. His argument is, briefly, that Parliament was informed of the duke's death some time before it took place, and that Richard delayed the murder because Gloucester refused at first to make a confession. The mystery attending the mission of Rickhill, who was sent over to procure the confession, and the omission of certain clauses in the confession as made public, explain difficulties which caused the late Bishop Stubbs to come to the conclusion that "it is not clear that Gloucester was murdered."

The biographical side of history is illustrated by a pleasing essay by Dr. Ward on the Princess Elizabeth, daughter of Elizabeth of Bohemia, a learned disciple of Descartes, who, as Abbess of Herford, gave shelter and hospitality to Labadie and his followers, until they were forced to flee elsewhere by a threatened invasion. The Labadists, a small and unpopular sect, which practised community of goods, and, according to vulgar report, carried the doctrine of community still further, included in their number more women than men, some of them women of quality. An unsuccessful attempt at union with them was made by the English Quakers, and brought Elizabeth into communication with Penn and Robert Barclay. Two essays deal with Napoleon I.: one, of considerable interest, on the sources from which he derived his military education, is by Mr. Spencer Wilkinson; the other, on his detention at St. Helena, by Mr. J. H. Rose, who, writing on a matter peculiarly his own, vindicates the British Government and Sir Hudson Lowe from charges lately revived by Lord Rosebery in his brightly written volume on the "Last phase" of Napoleon's life. A fragment on Sebastian Gryphius, the famous Lyons printer, by the late Mr. R. Copley Christie, will be read with melancholy interest by all—and they are not a few—who know how much the cause of good learning lost by the author's death. His splendid library, now at the Owens College, contains, we are told, not fewer than six hundred volumes printed by Gryphius, some, of course, common enough, others, like the magnificent Latin Bible of 1530 and the two tracts edited by Rabelais as genuine productions of ancient Romans, though really written one in the fifteenth and the other in the early years of the sixteenth century, of great rarity and value. Economic history is represented by essays on the loans of the Italian bankers to Edward I. and Edward II., and on the "Beginnings of the National Debt." Under the head of religious history we may, perhaps, class Mr. Fiddes's interesting inquiry into the origin of Caesar-worship, which, as he shows, was not a

sudden or surprising phenomenon, but rather a development from the religious position accorded in the provinces to certain Roman governors, and in Rome itself to democratic leaders such as the Gracchi, after death, and the prætor Gratidianus in his lifetime. An essay on the contribution of the Moravians to the Evangelical revival in England is of some interest so far as the history of the Moravian Church is concerned, but does not, we think, sufficiently illustrate its contribution to the Evangelical movement, for the author contents himself with the brief and unsupported remark that it introduced a gentler and more humane type of piety through its authorized hymn-book. We do not deny this theory, and only complain that we are asked to accept it without proof. Mrs. Tout's careful and thorough treatment of the legend and cult of St. Ursula and the eleven thousand virgins must not be passed by without a word of well deserved praise. Two essays deal with local history: Mr. Clemesha's highly satisfactory sketch of the Gild Merchant of Preston, and a narrative of the siege of Manchester in 1642. Finally, our readers will give a special welcome to two able and suggestive papers on the teaching of history in secondary and in elementary schools by Mrs. Haworth and Mr. T. Bateson respectively.

Advanced Physiography. By A. MORGAN, M.A., D.Sc. (Price 4s. 6d. Longmans.)

Physiography is defined by the author in his opening words as the study and explanation of the chief phenomena of Nature. These (following the Science and Art Department) are taken to include portions of physics and the elements of meteorology, terrestrial magnetism, physical geology, and astronomy; but not such important subjects as the geographical distribution of animals and plants, the laws of variation, and the theory of evolution. Thus, we may have a description of the fauna of the deep sea, but not of that of the dry land, and a discussion of underground temperature without any reference to the laws of the conduction of heat. For this the author can hardly be accounted responsible, but we could wish that he had omitted the first five chapters, which, after all, are not full enough to be of much value to previously uninformed students, and, assuming his readers' knowledge of elementary physics, had devoted the space so gained (about one-fifth of the whole) to the fuller treatment of physiography proper.

Taking the book, however, as a reflection of the syllabus, and remembering the wide range it covers, it must in every way be regarded as a satisfactory work. The style is fresh and interesting, and this is due purely to the author's manner, for historical or personal notes are few and far between. In spite of the amount of material—and it is wonderful how much has been compressed within the limits of four hundred pages—the book is never wearisome, even when several chapters are read consecutively, a result which is probably owing to the comparatively full discussion of the more important subjects. To take one example: in addition to the orthodox account of the formation of the rainbow, we have an explanation, rendered clearer by diagrams, of the circularity of the bow, and the extent of the arch or its invisibility, as depending on the altitude of the sun.

The illustrations (more than two hundred in number) are a special feature of the book, and one to which attention should be directed. Many of them are reproductions of recent photographs, and are of considerable interest, such as those illustrating the different forms of forked lightning, the solar prominences, and various star-clusters and nebulae. More than one-third of the figures are copied from other books, and the author has in all these cases noted the sources from which they were derived. Some are taken from the "Challenger" Reports, but the majority from text-books of physics, geology, and astronomy. Among the best illustrations are those of the submerged forest on the coast of Cheshire, the bird's-eye view of the Niagara Falls and River, the striated rock in the glacier-garden at Lucerne, and the copies of two of Mr. Lowell's drawings of Mars.

The extent of the debt to text-books in the matter of illustrations suggests that the author's knowledge is largely drawn from such works. Many discoveries and investigations of recent date are described, but, with few exceptions, they are not those of the last year or two. They have already found a place in other elementary works. Thus, we see no reference to Mr.

Griffith's redetermination of the mechanical equivalent of heat, to Mr. Marr's papers on lake-basins, or to M. de Montessus' researches on the geographical distribution of earthquakes. Nor is there any allusion to the occurrence of seiches in lakes, the surface of zero-strain in the earth's crust, thrust-planes or reversed faults, and but little to the recent interesting observations of very distant earthquakes, and their bearing on the conditions of the earth's interior. The exceptional cases—such as the new star of the present year and the audibility of the minute-guns fired during the funeral of our late Queen—if anything, support the view that the author draws but little from the original sources of our knowledge.

In a work of such wide extent, it is only natural that a few errors and omissions should occur. Thus, it is not correct to say that, within the limit of elasticity, solids like indiarubber and glass are perfectly elastic. The description of the rainbow, good as it is, contains no reference to the secondary bow or the brighter space within the primary; and the author would add point to his accounts of the rainbow and of the colours of the sky if he were to give a brief description of the formation of monochromatic red bows at the time of sunset. Again, those who believe that the earth is solid at the centre as well as at the surface attribute the solidity at the centre to pressure and not to cooling by conduction, for the rate of cooling must be imperceptible at the depth of a very few hundred miles. The form of horizontal pendulum now used by Prof. Milne is incorrectly described, and its principle (which is very simple) is not explained. Also, the statement with regard to the depth of seismic foci is somewhat antiquated, and the modern views of the causes of earthquakes are not completely indicated.

We have touched on some points on which change seems to us to be necessary or expansion desirable. They are few compared with the total number of subjects considered. But, that we may not appear to give a wrong impression of the book, we repeat, in concluding, that it is clearly written and full of interest. It is, indeed, one of the best on the subject that we have yet seen.

The Choephoroi of Æschylus. With Critical Notes, Commentary, Translation, and a Recension of the Scholia. By T. G. TUCKER, Litt.D., formerly Fellow of St. John's College, Cambridge; Professor of Classical Philology in the University of Melbourne. (Price 12s. 6d. Cambridge University Press.)

Prof. Tucker has, on the whole, achieved a success with this edition. Of course, as he himself says, he does not say the last word on Æschylus; but he does sum up the results of recent study in so far as they touch the "Choephoroi," and adds something more. Prof. Tucker, we are glad to see, follows the judicious principle of most modern editors, and gives greater importance to the MSS. than used to be done. It is true there are many and manifest faults in the best MSS.; but editors have been very perverse in dealing with MS. evidence, not so much endeavouring to understand what they read as to give what they thought their author ought to have written. The evidence of papyri for the essential soundness of our texts has not been lost on Prof. Tucker. By a change in punctuation here, and an apt parallel there, he brings sense out of more than one passage which has puzzled generations of scholars; and where he does adopt a conjecture, although all his changes have not the same power to convince, he is careful both to keep close to the *ductus litterarum* and to account for the corruption. The one point of principle where he seems to have gone too far is his wholesale change of η to α in lyric passages, wherever α is the true form of the Doric. This at once neglects the MSS., and assumes something which has been lately called in question and may yet prove to be false—the theory, namely, that Attic choruses have borrowed their dialect from the Doric. *A priori* it is unlikely that Athens would imitate an alien dialect; as Prof. Ridgeway has suggested, the so-called Doric may be the ancient Attic in survival, and, if so, the ancient Attic may have been influenced by the tendencies which produced what we call Attic, unevenly and sometimes wrongly, so that inconsistencies may have been found in it during the period of transition.

To take an example or two of Prof. Tucker's conservatism. The phrase $\epsilon\iota\varsigma\ \delta\epsilon$ in line 231 has suggested several conjectures, one at least drastic; here it is kept and interpreted as adverbial, $\epsilon\iota\varsigma$ being due to the motion implied in $\sigma\pi\acute{\alpha}\theta\eta\varsigma\ \pi\lambda\eta\gamma\acute{\alpha}\varsigma$, the figures being *struck into the web* by the batten. Lines 319–21 are

taken to be a question: "When Atreidæ stand before thy doors, is a lament still counted to them for a deed of grace?" In lines 515–6, by pointing with a question after $\acute{\epsilon}\pi\acute{\epsilon}\mu\pi\epsilon\tau\omicron$, the passage is made credible thus: "Was it for a dead man without wit that the paltry boon was meant? I cannot guess it so." The word $\alpha\eta\lambda\lambda\theta\omicron\nu$ in line 534 is defended by parallels, and it is shown that the aorist has special point which is lost in the conjecture $\alpha\eta\theta\omicron\nu$. Such passages as the nurse's speech, lines 730 *et seq.*, are left in their ruggedness, which is regarded as an intentional dramatic note—rightly, we think. In line 601 $\omicron\upsilon\chi\ \acute{\upsilon}\pi\omicron\pi\tau\epsilon\rho\omicron\varsigma$ is satisfactorily defended. Of conjectures adopted, we may mention $\acute{\epsilon}\nu\ \sigma\acute{\alpha}\phi\prime\ \eta\eta\epsilon\iota$ (for $\acute{\epsilon}\nu\ \sigma\alpha\phi\eta\eta\eta$, line 196), "charged me with one clear course, to spurn away this lock"; $\phi\alpha\upsilon\sigma\alpha\iota$ (for $\phi\alpha\upsilon\epsilon\iota\sigma\theta\alpha\iota$, line 416), "to make all clear"; $\acute{\alpha}\tau\alpha\iota\varsigma\ \acute{\alpha}\alpha\tau\alpha\iota\varsigma$ (for $\acute{\alpha}\tau\alpha\iota\varsigma$, line 596); and, less convincing, line 542,

$\omicron\upsilon\phi\iota\varsigma,\ \acute{\alpha}\ \pi\alpha\iota\varsigma\ \acute{\alpha}\nu,\ \sigma\acute{\alpha}\rho\gamma\alpha\nu\ \eta\mu\omega\phi\lambda\acute{\iota}\zeta\epsilon\tau\omicron,$

and, line 612, $\phi\omicron\iota\nu\acute{\alpha}\ \sigma\kappa\acute{\upsilon}\lambda\alpha\zeta$. The commentary is remarkable for its store of parallels and illustrations; to which we could add but few, although a very apt illustration of $\acute{\alpha}\tau\iota\mu\omega\varsigma\ \acute{\epsilon}\lambda\epsilon\gamma\alpha\varsigma$, line 433, is Thuc. I. 21, $\acute{\alpha}\pi\iota\sigma\tau\omega\varsigma\ \acute{\epsilon}\pi\acute{\iota}\ \tau\omicron\ \mu\upsilon\theta\omega\delta\epsilon\varsigma\ \acute{\epsilon}\kappa\nu\epsilon\iota\kappa\eta\kappa\omicron\tau\alpha$. Equally valuable is the dramatic appreciation of action and character, which shows a sure touch. The remarks on the Recognition in the introduction are especially good; it is conclusively shown (1) that a recognition scene was expected, (2) that the means used were actually appealed to by Greeks in recognition, and (3) that the dramatic fitness of Electra's acceptance of the proof does not depend on its validity. There is no over-subtlety in the interpretations, although there is sometimes a harshness. The translation might well be simpler, and we could wish Prof. Tucker would not so often drop into verse.

We cannot do justice to the remaining parts of the work, its historical and critical introductions and the appendix. We can only say that they are scholarly and full of instruction, and that Prof. Tucker is to be congratulated on a solid contribution to the study of the Greek drama.

Five Stuart Princesses. Edited by ROBERT S. RAIT, Fellow and Lecturer of New College, Oxford. (Constable.)

A volume of this kind deserves a welcome, because it will probably find its way into many places which would not admit any more serious book on history, and may very likely lead its readers to venture a little further along the path of historical study than it can itself lead them. In any case its sketches of the characters and lives of its five heroines are more profitable, and to our taste not less interesting, than books which purport to describe the experiences of various fictitious Elizabeths and other ladies, whether Englishwomen or Germans. Each of these Stuart princesses has here a biographer of her own, one of the younger historical lecturers or students of Oxford, and all five essays are creditable, though of different degrees of merit. The first of them, on the Princess Margaret of Scotland, the daughter of James I. of that kingdom, and the wife of the Dauphin Louis, afterwards Louis XI., deals with a far earlier time than the other four, of which the heroines are all descendants of James I. of England. Margaret's piteous little story is well told. Married as a mere child to a cold and hard-hearted man, she was, if not actually "done to death by slanderous tongues," at least so cruelly maligned that her death from a fatal disease was probably hastened by her distress of mind. The longest and one of the two most interesting essays in the volume is that on Elizabeth of Bohemia, the "Queen of Hearts," in whose cause so many gallant Englishmen sacrificed their lives. Its author, Mr. R. H. Hodgkin, while giving his readers enough history to make Elizabeth's life fully intelligible, always keeps her in the foreground of his narrative, and depicts her character in bright and attractive colours. He should, however, have attached more importance to the death of Epinay at the hand of her son Philip, of which he merely gives a cursory notice in his account of the careers of her children. Philip's violent act, and the bitterness with which his mother resented it, brought dissension into her family. Though there was no ground for the scandalous imputations made against her, she certainly allowed this French noble, a reputed lady-killer, to have too much influence over her, and her intimacy with him is an illustration of the levity of her disposition.

Not less interesting is Mr. Rait's shorter paper on Elizabeth's twelfth child, the Electress Sophia, that wonderful lady who so nearly became Queen of England in her eighty-fifth

year, and died in full possession of her mental faculties and with little of the physical weakness of old age. She had a singular matrimonial experience, for her accepted suitor, George William of Hanover, repented of having undertaken to fulfil the duties of married life, and passed her over to his brother, Ernest Augustus, promising himself to remain unmarried, so that the issue of the union might inherit from him. Sophia acquiesced in the transference, and found her position extremely difficult, for after her marriage George William took up his residence at Hanover, where she and her husband lived, and paid her attentions which caused some trouble. He did not exactly keep his promise of remaining a bachelor, for he married a French lady, though he re-affirmed his renunciation of the succession for his children. By this marriage he became the father of Maria Dorothea of Celle, the "uncrowned queen" of Sophia's son, the Electoral Prince, afterwards George I. of England. In the conspiracy against this unhappy and guilty lady Sophia, as Mr. Rait points out, had no share; the triumph of the Platen gang at the Electoral Court caused her to withdraw from it some years before the fall of her daughter-in-law. The two other Stuart princesses whose fortunes are described here are Henrietta Maria, Duchess of Orleans, a daughter of Charles I., and her sister, Mary Princess of Orange, whose husband, the Stadtholder William, left her a widow at the age of nineteen, and on the eve of the birth of her child, the sickly boy destined to break the power of France and to reign over England as William III. Of this excellent lady far less is told us than we should like to have read, and the article on her short life—she died when she was but thirty—is filled with matters known to every student of history.

Notes of Lessons on the Herbartian Method. By M. FENNELL and Members of a Teaching Staff. (Price 3s. 6d. Longmans.)

Consciously or unconsciously, all true teachers are Herbartians in a greater or less degree, and apply the doctrine of apperception to every lesson with more or less success. These notes of lessons cover the whole of the ordinary school curriculum, exclusive of divinity and morals, and in each the Herbartian schedule—preparation, presentation, association, application, recapitulation—is strictly followed. Whether more is not lost than gained by this rigid adherence to the form is questionable. A lesson, after all, is not (like a play) a complete work of art, with the dramatic unities preserved, but one of a series, comparable rather to a single act, or sometimes a single scene, in a play. The method lends itself much more easily to scientific than to literary subjects, and the notes on physics and physical geography seem to us far more valuable than those on language and literature. Thus the first lesson is on early English prose and poetry. It begins with a definition of literature: "A collective term for all writings not connected with any special art or science" (a definition which would exclude Virgil's "Georgics," Descartes' "Discours de la Méthode," and Ruskin's "Modern Painters"), and proceeds to discourse of Homer, Caxton, Chaucer, &c., ending with a short essay on the difference between a modern and an early English school. The lesson provokes all sorts of questions. Where does it come in the series? How much literature is the class supposed to know? If they do not know what a rime is, will they be able to understand "alliteration or head-rime"? Could children "age eleven to thirteen years" assimilate all this new and varied information, and that in half an hour? The second lesson is: "Explanation and Paraphrase of a Poetical Extract": to wit, "Breathes there a man?" &c. Here, too, we seem to have at least three lessons rolled into one—a lesson on Scott (literary biography), a lesson on poetical language (metaphor, inversion, &c.), and a lesson on paraphrasing. We have taken the first two lessons as indicating what strikes us as the weak point in the book. It is not possible, within our limits, to show in the same way where its strength lies, but we can strongly recommend it to teachers of object-lessons and elementary science. Latin is not touched, and the French *laisse à désirer*.

The Growth of the Empire. A Handbook to the History of Greater Britain. By ARTHUR W. JOSE. (Murray.)

"We still lack," writes Mr. Jose, "the Imperial historian—the man who shall do for Seeley what the Herschels did for Newton." And the main interest of the present volume may be said to lie in its expression of a need. A history has yet to be written that will meet the demands not only of Britons in this island, but of that vast number beyond the seas of whom the writer is evidently one. It may seem early days to look for this when the full meaning of the British Empire and its attendant obligations are only just coming home to the minds of men; but Mr. Jose's vigorous handbook will supply boundless incitement for such a task from the brief recital of the exploits of the Elizabethan adventurers down to those of the latest of the Empire builders, Mr. Cecil Rhodes. "The British Empire would suffer less than most if its history were written in a series of bio-

ographies; for, as it is maintained by the strenuous devotion of innumerable citizens, so it was built by the unconstrainable genius of a few. It is, therefore, quite in keeping with the general plan of the fabric that South African history for the last twelve years should be essentially the history of one man, Cecil Rhodes, a deviser of far-reaching schemes alike in finance and statecraft, strong willed, and silent in executing them, than whom no man of the last half-century has made more bitter enemies or more devoted followers. This, indeed, is the common lot of our Empire builders. Raleigh and Cromwell, and Clive and Grey, and the rest—they have worked with the tools they had, careless how their hands might roughen in the using. They have had, and displayed, the defects of their qualities, and the Briton of the home islands ranks character so high above achievement that qualities which in India, or Africa, or Australia earn for the notable man his comrade's love are in England liable to be over-shadowed by the memory of their defects." This characteristic paragraph is also typical of the enthusiasm which never fails to accompany the traditions of Greater Britain, whether they cluster around the administration of a Dalhousie or the incorruptibility of a Gordon, whose name "stirred in the common heart of the race a sense of the best it could be, the best it ought to do." Considerable space is rightly devoted to the formation and development of the great Indian Empire, the only portion of British possessions, as the author is careful to show, which is administered by a central Government composed of a race alien to the governed. There is plenty of information; but it suffers, except in rare instances, by a compression and a want of dignity and lucidity of style, which is not necessary, we imagine, even in a handbook. The "Imperial historian," when he comes, must be readable, and should combine, like Thucydides, the power of graphic narrative with depth of insight into the nature and causes of events, often best viewed, like mountains, from a slight distance. The case of contemporary Imperial politics is often a difficult one—more difficult than the writer seems to imagine. Only a careful examination of the correspondence and memoirs of the period can be expected to throw full light on some of the vexed questions of the day; yet care has, undoubtedly, been taken in the compilation and verification of facts, and there are numerous maps. The fact that the book has been well received in Australia is, perhaps, not the least of its qualifications for the consideration of English readers.

The Mind of a Child. By ENNIS RICHMOND. (Price 3s. 6d. net. Longmans.)

Mrs. Richmond needs no apology for adding another book to those written about children. From the author of "Boyhood" we may safely look for originality and sound sense. "The Mind of a Child" may be not unfairly described as a counterblast to "Die Seele des Kindes." We all remember the distinction that Wordsworth drew between "a daisy" and "the daisy." "We are quickly getting to the point at which children will exist for us no longer, and all our attention will be centered on 'the child.'" This supposed antagonism between analysis and synthesis we hold to be radically false, and to be disproved by the fact that the best child students (Froebel, Darwin, Quick, to name only the dead) have been also the best of parents. And this prejudice against what Mrs. Richmond calls "the craze for child analysis" infects and mars a thoughtful treatise on the duties of parents. It even gives to the style a self-assertiveness which belies the author's true character as a teacher. Thus: "The sort of child-analysis which I decry is not due alone to the only right reason for which it should exist for us, but is due largely to giving importance to a side of childhood which should have but little importance given to it, sinking gradually out of sight the real reasons for which we should respect childhood"—a sentence which deserves to find a place in our Extra Prize competition.

Westminster, by REGINALD AIRY, is the latest addition to Messrs. Bell's interesting series of "Handbooks to the Great Public Schools." Bound up, as Westminster School has been, with the life of the great Abbey of which it forms a part, its history could not fail to be of exceptional interest. Mr. Airy's account of his school does not profess to rival in importance Mr. John Sargeaunt's "Annals," which saw the light about two years ago; but, for all that, it is a capital bit of work, and should be much appreciated by Old Westminsters in particular. In describing the old buildings the author follows a safe guide, deriving much of his information from a contribution of Mr. J. T. Micklethwaite's to the *Archæological Journal*. Chapters v. and vi., which give us pictures of life at Westminster at the present day in minute detail, claim the particular attention of those who would know the individual character of the school as distinguished from other foundations which resemble it in the main outline but have their own peculiar features. The acting of a Latin play at Westminster was enjoined by the ordinances of Elizabeth, and survives, after many vicissitudes, as its most cherished institution. An appendix gives in full the prologue and epilogue, with English translations, to the "Trinummus" as performed in 1893. It is needless to say that Busby has a chapter to himself, in which it is shown how the school really owes its continuance to the sagacity and skill with which he piloted it safely "through the most troublesome storms that ever gathered round

Queen Elizabeth's foundation." Some attempt also is made to undermine the popular belief that Busby wielded the birch with exceptional vigour and frequency even in days when flogging was considered a necessary part of the educational system. This volume is embellished with fifty-one illustrations, well chosen and clearly reproduced, and is fully worthy of a place in the series of public-school histories.

Chambers's Cyclopædia of English Literature. New Edition, edited by DAVID PATRICK. Vol. I. (Price 10s. 6d. net. Chambers.)

'Tis sixty years since the first part of that great undertaking with which the name of Robert Chambers as publisher and joint editor combined will be even more permanently associated than that of George Smith with "The Dictionary of National Biography." Various editions oringing the work up to date have since appeared; but the time is ripe for an entire recast, and the mass of new material necessitates the addition of a third volume. Dr. Patrick is no less a competent editor than Dr. Carruthers was in his day; and, as no one man is now competent to deal with the whole of English literature, he has retained for the various periods the best specialists. The names of Stopford Brooke, S. R. Gardiner, Andrew Lang, and A. W. Pollard—to take at random a few of the most distinguished—are a sufficient guarantee of accuracy and finished workmanship. A reference to the articles on Layamon, Malory, and Ben Jonson will show how far our knowledge has advanced since 1842. The portraits of the old edition (many of them of doubtful authenticity) have been replaced by reproductions of the best likenesses in the National Portrait Gallery and other collections, public and private. It is a work that no school library should be without; a book on which the boy with a literary bent will delight to browse, devouring the lives of authors and the admirably chosen extracts, if he only nibbles at the commentary.

Prospect: Sermons preached in Clifton College Chapel by the Rev. G. M. GLAZEBROOK. (Price 4s. 6d. net. Rivingtons.)

The title, we take it, was suggested by the famous lyric of Browning, the poet most often quoted in the volume, with whose tone and temper Mr. Glazebrook has most sympathy. "I was ever a fighter" is the key-note of the sermons on Courage, on Life as a Warfare, on the Intellectual Side of Patriotism—the last a fine discourse on the duties of those who serve and wait, a prophetic counterblast, as it were, to Mr. Kipling's blatant Tyrtæanisms. With this exception, and one or two passing allusions as to the strike of the South Wales miners and a shrewd thrust at the Ritualists (Mr. Glazebrook is not ashamed of calling himself a Protestant), the sermons are not topical, and this, in our judgment, is rather a merit than a defect. Mr. Glazebrook is at his best when expounding a lesson of Old Testament history or bringing out the significance of the Psalms or Ecclesiasticus. In his occasional flights of poetry he is less happy, and his spring idyl leaves us unmoved. "It is to men of education, and, therefore, to the public schools, that the masses of England look for leaders." So says Mr. Glazebrook. The *Times* holds, or held not so long ago, a different view: "Our geniuses turn up from every quarter rather than from our public schools." It would be interesting to take any list of leading men either of thought or of action and see what proportion were public-school men—for instance, the fifty names of the proposed philosophico-historical Academy, or the first hundred names in "Who's Who?"

The Fables of Orbilius. Part I. By A. D. GODLEY. (Price 9d. Arnold.)

Mr. Godley, the humourist, the poet laureate of the *Oxford Magazine*, is inimitable; but when he strays into our preserves we are bound to warn him off as a trespasser, and fine him for having no licence. The "Fables of Orbilius" are modelled on Mrs. Hugh Bell's "French without Tears," and attempt to instil Latin by ringing the changes on a limited number of words and combining these words in simple and interesting stories. The principle is thoroughly sound; it is with the execution that we quarrel. Rousseau objected to La Fontaine's "Fables" as a first reading-book on the score of the low morality inculcated; and we may with greater justice take exception to Orbilius' cynical humour in the nursery. Henry devotes half of his worldly possessions—twopence—to the poor. One penny he loses, but does not grieve, because that was the penny meant for the beggar. Truthful Bill has the misfortune to break his father's fiddle, and owns up. The father gives him one licking for his carelessness and another for confessing. All this may seem very innocent fun, but not so in the infant school. To many schoolmasters this objection will doubtless appear prudish or pedantic; but we have a further quarrel with Mr. Godley on the score of his Latinity. Charity or the printer may cover mistakes such as *arbor* of the masculine gender or *vulnerare* of the second conjugation on page 24, but we are constantly confronted by constructions which, if not absolutely wrong, are at least rare and questionable: "Bibes eam quater indie, medicus inquit"; "Fit iratus"; "Leti erant quia Henricus aliquando piscem cepisset"; "Postquam erat venatus"; "Ad locum ducem conveniendi";

"Fabula quæ vera est, argumentum esse videtur,"

an hexameter which the beginning of Tacitus's "Annals" will hardly justify. A classical scholar is not supposed to know English grammar;

and it is perhaps hypercritical to object to the parsing in "Hints for Teachers" of "it" as a personal pronoun, and of "his" as a possessive pronoun. Let us quote, in conclusion, a specimen of genuine Godleyan humour, the morality as impeccable as the Latinity: "Paulus Oceanum Pacificum inter Europam et Americam esse credit: id quod sine dubio non verum est." We hope that Part II., where Mr. Godley's wit will have freer range, may give us more of this quality.

Latin Composition based upon Selections from Cæsar. By Prof. D. L. D'OOGHE. (Price 2s. 6d. Ginn.)

The method is one with which Mr. Siepmann has familiarized us in his French and German texts, with a new departure in one particular. As far as words and phrases go, the sentences for composition follow closely the Latin text, but in syntax the logical grammatical order is maintained. Dr. D'Ooghe's experience is that boys are incapable of synthesizing their syntactical acquisitions, or, in plain English, of picking up their syntax at haphazard. On this point authorities will differ, but the plan of giving three oral exercises in preparation for one written will commend itself to most teachers. The fact that the book is based on Greenough's "Selections" will handicap it in England, but the "Selections" themselves are so good that we hope many will be induced to give the two a trial.

A First Latin Reader. By R. A. A. BERESFORD, M.A. (Price 1s. 6d. Blackie.)

The English schoolboy would be proud indeed if he knew the number of people who have devised, or are devising, plans to smooth his path to the difficulties of Cæsar. Mr. Beresford's plan appears as a book which has much to recommend it. He has made many of the sentences and exercises in it himself, introducing words that the boy will be likely to meet with in the formidable author looming in the background. There are no notes; for the writer believes that the teacher at this stage should furnish the commentary to the text with his tongue; which is a sound opinion. The learner is beguiled onward by a swift succession of pictures. But what most distinguishes this "Reader" from its competitors is the clearness and boldness of the type, a matter of more importance than the inexperienced might suppose. It is something of a shock to find (sentence 47) that small boys are taught to say: "Juppiter, rex deorum, in quadriga vehitur," since the plural *quadrigæ* is the classical form. But this fault, as well as a few misprints—e.g., *cum* for *cum* on page 58—can easily be corrected. We consider that the book is likely to serve its purpose if carefully used. It is provided, as might have been expected, with a vocabulary.

Poucinel. By EDOUARD LABOULAYE. Edited, with Notes, Vocabulary, &c., by W. M. POOLE. (Price 9d. E. Arnold.)

Three fairy stories well adapted for preparatory schools, or for boys as they now enter public schools, where French ranks a little lower than Greek accents. The second one, "L'Histoire des Nez," is most to our taste, a modern *fabliau* which successfully hands down *l'esprit gaulois* without its coarseness. Mr. Poole has done his part of the work very thoroughly, and there is little to criticize. Perhaps there is too much formal grammar for this stage, but, as this is relegated to an appendix, masters can use their discretion as to enforcing it. No account is taken of the Minister of Instruction's options—wisely, we are inclined to think; but on page 58 *des mauvais crayons* should be admitted at least as an alternative, and *de* should not figure as a partitive article.

Laurie's Une Année de Collège à Paris. Adapted and Edited by FABIAN WARE; Notes and Vocabulary by C. S. H. BRERETON. (Price 2s. Macmillan.)

Not knowing the original, we cannot profess to judge how Mr. Ware has performed his task of adaptation; but we can say that he has given us a spirited story of life in a *lycée* which will interest English schoolboys. There is plenty of fun without any of the dead cats and horse-play of "Stalky & Co." Mr. Brereton's notes and vocabulary give all that is needful, and nothing more. *Quartier* wants explaining, and *la bibliothèque banale* is surely "the common class-library," not "vulgar," "commonplace."

Scènes de la Révolution Française. From the History of the Girondins. By ALPHONSE LAMARTINE. Edited by O. B. SUPER. (Heath & Co.)

If Lamartine is not above suspicion as an historian, he is most readable as author of the story of the Girondins. Mr. Super has selected portions of the story covering a period ending with the execution of Louis XVI. Introductions enable the reader to find his bearings, and notes explain difficulties contained in the text. We are not sure that the pronunciation of the name Sieyès is well represented by "ci-é-ess," or that the Jardin des Tuileries can now be said to be situated in front of the Palace of the Tuileries. In other respects the book can be recommended as a useful easy "reader."

Les Français en Voyage. By J. S. WOLFF. (Edward Arnold.)

A narrative in dialogue of the travels of a French family, living in Paris, to Lausanne, Courmayeur, and elsewhere. Notes are added to explain the French text. The book is intended for "public-school

boys and men." The present reviewer has read the book with pleasure; but he is ready to believe that schoolboys will look on it as a French "Sandford and Merton." On the other hand, older readers, especially those who know something of the Lake of Geneva, will probably not object to visit the Castle of Chillon and the Rochers de Naye in company with Monsier Tournelle, even if he is a little verbose.

French Commercial Correspondence. By A. STARCK. (Blackie.)

A useful book. The author recognizes that it is not possible to learn French correspondence in a week, and takes the student along by easy stages. The system seems a good one, and proceeds from simple exercises to commercial letters. One rather shudders at elementary exercises made up of business terms. "I have the tallow"; "He will have the bill of the lace"; "You had sent the draft to a bank porter." One is tempted to ask: What demand is there in England for clerks who are able to conduct foreign correspondence? Is it not a fact that one man is able to write all the letters that many a large house requires written in French, and that posts for foreign correspondents are very rare?

Commercial French. Part II. By W. M. POOLE and M. BECKER. (Price 2s. 6d. Murray.)

An excellent reader, the plan of which we explained in noticing Part I. "Commercial" is interpreted in a large and liberal sense. About, Daudet, Paul de Kock, Louis Blanc, Labiche, and Molière are all for the nonce "commercial." This is as it should be; the romance of commerce, its connexions with everyday life—food, clothes, locomotion—should precede the esoteric mysteries of double entry and bills of lading. "The notes and questions are written in French throughout." We incline to think that this sound principle has been driven to an extreme. The notes are almost entirely definitions or explanations of difficult words, and for a pupil who possessed the *Beaujean-Litré*, or even the small Larousse dictionary, would be superfluous. Often a single English word would save much beating about the bush in French with no certainty of catching the hare. Even Mr. Poole is forced against his principles to give an English vocabulary of names of trees, and we hope that in a second edition he will unbend still further.

Deutsche Sagen. A Course of German Reading, with Vocabulary, by FRANCISKA GEIBLER. (Price 2s. Longmans.)

The object of the Reader, as stated in the preface, is to provide solid and yet digestible food instead of "trivial books of an inane simplicity quite unsuited to the better tastes of adolescent Americans." We cannot pronounce these *sagas* an improvement on our old favourites, Niebuhr's "Heroen-Geschichten," Hans Andersen's "Fairy-Tales," and Lessing's "Fables," all three of which are simpler than this miscellaneous collection of *sagas* (many of them are not German); and, as to inanity, the charge recoils. What, for instance, can be more inane than "Der Pfaffe Amis," which reads like a tale from the "Gesta Romanorum"? The vocabulary is not complete—it does not give declensions or conjugations, and notes are a *desideratum*. The adolescent American must be 'cuter than his English congener if he can construe without help *gratia vester*, page 23.

Glück auf! A First German Reader. By MARGARETHE MÜLLER and CARLA WENKELBACH. (Price 3s. 6d. Ginn.)

In spite of the fanciful title, a very sensible progressive Reader, beginning with very simple stories of home life and ballads, like the "Lorelei" and "Erlkönig," with myths and *sagas* for the second stage leading up to recent history, with some humorous anecdotes as dessert. Why the authors should call these last *pièces de résistance* we know not. We like the notion of making English and German cognates the first lesson. Sentences like "Gott ist gut," "Es ist heiss im Sommer" will agreeably give the lie to the proverb "Aller Anfang ist schwer." The prophet's curse seems to attach to Grimm and his wheel, to which Mr. Phillpotts used to bind the student of Scott's poems. Even the correspondences here given do not correspond; "find," for instance, should be "finten," not "finden." On the other hand, the parallels given in the vocabulary—*Blatt*, "blade"; *Baum*, "beam"—are helpful, and the indication of tonic accent is a good point.

Outlines of Physiography. By A. J. HERBERTSON. (Price 4s. 6d. Arnold.)

The author does not specify the class of student for which this book is written. Whilst hardly simple enough for beginners, it is not sufficiently thorough for advanced readers, and a number of most important physical phenomena are very imperfectly dealt with. The enunciation of the law of gravitation (page 32) is incorrect: "proportional to the mass" should be "proportional to the product of the masses." Again, we find that "lodestone" is called "magnetic iron," and in explaining the phenomenon of magnetic dip the necessity of balancing the needle before it is magnetized is passed over in silence. The cause of glacier motion is dismissed in an altogether unsatisfactory manner, and no attempt is made to elucidate the effect of pressure upon the melting point of ice. With these exceptions there is much in the book worthy of praise, those chapters dealing with land sculpture and formation being particularly good. The printing and illustrations are excellent.

(1) *Alfred the Great.* By G. F. BOSWORTH. (Price 1s. 6d. Macmillan.) (2) *A Reading Book in Irish History.* By P. W. JOYCE. (Price 1s. 6d. Longmans.)

(1) This is a competent and interesting short history of Alfred, one of the numerous books that have arisen out of the millenary celebration, but, as far as we have seen, one of the best. It is attractively got up, with a number of excellent illustrations, including such subjects as the well known "Alfred Jewel," a representation of White Horse Hill (the supposed site of the battle of Ashdown), besides several imaginary pictures, such as must always appeal to young readers. Mr. Bosworth's style is simple and pleasant. He has wisely given due prominence to the legendary as well as to the certain incidents of his hero's career, which, in the case of Alfred, probably give a better impression of the man than any amount of dryasdust details. We have also an excellent bibliography and good maps. Well selected portions of poetry add to the attractive look of the page; though it is noteworthy here, as we have often had occasion to observe before, how very little of so-called "patriotic" poetry has any real vitality. Altogether, a most suitable book to be used as a reader for the younger forms in schools, or even to be presented as a gift to an intelligent "home" child.

(2) This little book is intended presumably, in the first instance, to be used in Irish schools, but there is much in it that would be new and attractive to English children. It is strictly a "reading book" rather than a formal history, the writer's object apparently being to awaken an enthusiasm for the subject by offering the plums, as it were, from the big dish. The last story is of the quarrel between the Earls of Ormond and Kildare, when peace was made between them for a time by the shaking of hands through the chapter-house door of St. Patrick's Cathedral. This brings us only as far as to the reign of Henry VII., after which the more controversial portions of the history would begin. One cannot but feel how striking is the contrast between the early records of the Irish and the English with regard to the romantic and picturesque elements. For Irish children these stories must be supremely interesting, and the use of such a book in English schools might tend, we think, to a better understanding between our matter-of-fact compatriots and their often so strangely antipathetic, because imaginative, fellow-subjects. The stories of the "Children of Lir," of Saint Columkille, of Maildune, &c., are most fascinating. Portions of translation from the original documents are given; and, when Dr. Joyce speaks in his own person, his language is of the simple picturesque sort that suits the style of the early world of which he treats. The poetry, including Tennyson's version of "The Story of Maeldune," is much superior to that in the "Alfred" book mentioned above, from the fact, no doubt, of the greater store of wealth from which the compiler had to draw. The illustrations are somewhat small, and the notes strike us as unnecessary; otherwise, the book is in every respect to be recommended.

History of the City of Rome in the Middle Ages. By FERDINAND GREGOROVIVS. Translated from the Fourth German Edition by ANNIE HAMILTON. Vol. VIII., Parts I. and II. (G. Bell & Sons.)

We congratulate Mrs. Hamilton and ourselves on the completion of her translation of this famous book. Her task has been admirably performed. These last two volumes—or, rather, parts—begin with the overthrow of the power of Cesar Borgia, after the death of Alexander VI., and the author's work ends at the death of Clement VII., the last Pope who attempted to defend Italian liberty against Imperial authority and foreign dominion. Mrs. Hamilton has compiled an excellent index to the whole book.

A Short History of England for School Use. By KATHARINE COMAN, Ph.B., Professor of Economics in Wellesley College, and ELIZABETH KENDALL, M.A., Associate Professor of History in Wellesley College. With Maps and Illustrations. (Macmillan.)

Without its numerous illustrations this book would make a small volume, and therefore when we say that it contains a very slight sketch of English history we do not speak in disparagement. The narrative is simply and pleasantly written. The authors observe in their preface that they have given few dates; we think that their book would have been better adapted for educational use if they had done otherwise. A strong point in their work is the skill with which they sum up the character of events in a few words. They show some mastery of their subject, but here and there a statement of fact calls for elucidation. For example, the Scots, Aidan and the rest, who carried on the work of evangelization among the Saxons, were not fugitives from Britain; Stephen was scarcely "a dashing young man" when he came to the throne, for he was about thirty-six, and men aged earlier in those days than they do now; and it is strangely misleading to speak of George III. as dismissing a Whig Ministry when Grafton resigned office. There are several maps, some of them roughly drawn, and not, as we think, prepared with much care.

Shakespeare in Talk and Verse. By LOIS G. HUFFORD. (7½ × 5½ in., pp. ix., 445; price 4s. 6d. Macmillan.)

This is an endeavour—and a charming and successful endeavour—to introduce Shakespeare to the young, with the stories of the plays

simply told, the intricacies of the plots disentangled, and all that is really difficult for a beginner made clear and intelligible. There is not too much exposition, no forcing of points, and as far as possible Shakespeare is allowed to tell his story in his own way. The passages quoted are numerous and well chosen, being excellent in themselves, and of special value in the revelation of character. And here we have the most marked difference between Mrs. Hufford's *Tales and Lamb's*. Lamb quotes much from the plays, and, though he uses Shakespeare's language as far as he can, he paraphrases while he quotes so as to bring out the meaning clearly and completely. Mrs. Hufford quotes the *ipsisima verba* with just a hard word here and there explained. The young, we think, require rather more explanation than this gives them; not so much of hard words and meaning of passages. The mode and—but of the general force and meaning of passages. The mode and form of expression puzzle beginners far more than the occasional hard words. We must say however that the quotations are so chosen and so inserted amongst the surrounding prose that, as a rule, paraphrase is very little needed. (Foot-notes in any number would of course be a mistake.) Fifteen plays are chosen; but five of these we cannot but think should not have been included. "The Taming of the Shrew" is very little Shakespeare's; "The Comedy of Errors" is young and not very original work; "The Two Gentlemen of Verona" is young and poor in characterization; "King Lear" and "Othello" are unsuitable in subject for the young, and have to be very much bowdlerized when included. On the other hand, we are not given "Much Ado about Nothing" nor a single historical play. Lamb, we may mention, also admits all the historical plays, and his list sins far more than Mrs. Hufford's by what it includes. When all is said, however, the fact remains that Mrs. Hufford has given us a charming book—well written, well printed, and neatly bound. It deserves to become, and we trust will become, a great success. As students and lovers of Shakespeare we thank her.

"Blackie's English Classics."—Robert Browning: *Strafford*. Edited by AGNES WILSON. (7 x 5 in., pp. xlv., 112; price 2s. Blackie.)

This is a satisfactorily edited little book. The introduction gives a clear and simple account of the historical *Strafford*, and of the main features of his times as far as these are needed for the understanding of the play; and it points out in what respects Browning has departed from history and his reasons for doing so. It provides also short sketches of the other *dramatis personae*. No very profound knowledge of history is required to enable us to realize that the relations of *Strafford* with Pym and of Lady Carlisle with *Strafford* are purely imaginary; and so to a great extent are those between *Strafford* and the King. And yet, as Prof. Gardiner has pointed out, Browning has managed to give us the real *Strafford*, "the man of critical brain, of rapid decision and tender heart, who strove for the good of his country without sympathy for the generation in which he lived." He does also, as Miss Wilson maintains, give us a valuable insight into the time—the drama throughout is thoroughly imbued with its spirit. Moreover, the play is a fine play, finely imagined, genuinely tragic, and full of powerful character sketching. The notes at the end are adequate, though rather too much mere matter of fact, and dealing too little with the play as a play, and as a work of literary art. The notes introductory to each scene, however, are specially helpful and are marked by sympathetic insight. On the whole the edition does Miss Wilson credit.

Legends of King Arthur and his Court. By FRANCES N. GREENE. (7 1/4 x 5 in., pp. xxii., 126, illustrated; price 2s. 6d. Ginn.)

We have here a rendering in simple prose of seven of the legends used by Tennyson in his "Idylls," told as he tells them—and very simply and charmingly are they rendered. We should ourselves have chosen "Enid" and "Geraint" rather than "Gareth and Lynette," if choice had to be made; and we do not think we should have included "The Holy Grail," though that gives Miss Greene the chance of quoting in full that loveliest of all Tennyson's Arthurian poems, "Sir Galahad." But these are merely matters of personal taste, and in no way detract from the merits of this excellent little book. The introduction deals briefly with matters relating to chivalry—the training of a knight, and tournament, &c.—and is adequate to its purpose, though of course, and very rightly here, the poetical legend of chivalry is dealt with instead of the much less beautiful historical fact. The illustrations are well imagined, and as a rule satisfactorily drawn. Our readers will do well to remember this little book when Christmas comes again.

The Fight with France for North America. By A. G. BRADLEY. Second Edition. (Price 6s. Constable.)

This excellent book was noticed at some length in our columns at the beginning of last year, and it is not necessary to say much about what is, in fact, a mere reprint. While reduced in price, it has been embellished by some admirable portraits; but the revision seems to have been confined to such verbal corrections as could be made without disturbing the type. For instance, on page 183 "Sir Charles Hay" has been altered to "Lord Charles Hay," but he is still described as "the same officer who made the famous request at Fontenoy that the French Guards should fire first." Carlyle has shown (as we pointed out) that this famous request was never made. In his "Life of Frederick"

he quotes a letter from Lord Charles Hay to his brother, written three weeks after the battle, in which he says:—"It was our regiment that attacked the French Guards: and when we came within twenty or thirty paces of them, I advanced before our regiment, drank to them, and told them that we were the English Guards, and hoped that they would stand till we came quite up to them, and not swim the Scheld." No doubt Hay's words were misunderstood, and Voltaire gave currency to the revised version of them. The point is a small one; but it is a pity to perpetuate an error which has been set right, and Mr. Bradley would have done well to recast his sentence. Most of the misprints have been corrected, but we notice in two cases "who" for "whom" (pages 289 and 357).

The Girl from St. Agneta's. By J. H. Yoxall, M.P. (Ralph, Holland, & Co.)

"A Phantasia on a Fugue" is the second title—an extravaganza, or, in plain English, a screaming farce, would be nearer the mark. Mr. Yoxall does not love the English parson, still less the parson's wife, and, if the parson happens to be the "one man" manager, and himself managed by his better half, the elements of a tragi-comedy are ready to hand. The first scene opens with a sermon by the "sky-pilot with a Trinity certificate," that is, the reverend principal of a woman's training college, on the immorality of girls falling in love before they have gained their parchment, he himself being all the while madly in love with Madcap, the heroine. The scene shifts to Caen, where the principal, who is acting as temporary chaplain, again preaches to Madcap, who is attending a holiday course. Our readers must find out for themselves the sequel. There is plenty of variety—a socialist, a Lothario baronet, an emancipated Girton girl, are among the chief of puppets. For the sake of weak nerves, we may betray this much of the plot: "the rufous young yachtsman is left rueful"; and Madcap does not really murder the emancipated Girtonian who has "fugued" in her father's clerical garments and is rescued by the hero.

The Tutorial Arithmetic. By W. P. WORKMAN, M.A., B.Sc., assisted by R. H. CHOPE, B.A. (W. B. Clive.)

Although a complete treatise on arithmetic, this work is not intended to be put into the hands of a beginner. The four rules are, therefore, rightly dismissed with scientific brevity; whilst the methods expounded are those on which the art of quick and accurate reckoning is based. The treatment of fractions is, in many respects, a great improvement on that usually found in school arithmetics. There is, however, still room for exactness. The various meanings of a fraction should have been brought out clearly, and the notation for complex fractions should have been shown to be consistent with all these meanings. From the teacher's point of view the development should have been inductive. In "Recurring Decimals" the authors are somewhat diffident in their attempt at logical preciseness. The difficulty involved can, after all, be fairly faced only by the introduction of the geometrical progression. To "determine the generating fraction of .407" by multiplying by 1,000 and subtracting, without taking cognizance of the remainder, is disingenuous, and likely to bewilder the thoughtful pupil. We are somewhat disappointed with the chapter on "Approximations," which exhibits reasoning of the usual slipshod kind. "As there are a good many rows to be added together, we retain six decimal figures instead of five as before." Why? For the decimalization of money, the authors express their indebtedness to Messrs. Sonnenschein and Nesbitt; and we are glad to notice that the process is applied pretty generally to "Commercial Arithmetic." A very interesting chapter is that on "Congruences." The examples throughout the book are numerous and well chosen.

What is Shakespeare? An Introduction to the Great Plays. By L. A. SHERMAN. (Price 6s. net. Macmillan.)

Prof. Sherman, of the University of Nebraska, holds that Shakespeare *laudatur et alget*. He is bought and quoted, but the inner mind of the dramatist is a book with seven seals. Prof. Sherman therefore offers himself as interpreter, and gives an exegetical comment on three plays—"Cymbeline," "The Winter's Tale," and "Romeo and Juliet." The lectures, we confess, remind us of the old-fashioned sermon—an elaborate exposition of a text or portion of Scripture, bringing out the significance of each phrase and word. We may take as an example the first scene in "Cymbeline." "The reason of the Queen's suggestion to Posthumus that he lean unto his sentence is, perhaps, some fear lest he linger about the capitol [sic] disguised and continue his witchcraft over her prisoner. . . . Most Imogens would have been upset to the point of prostration over that; but Imogen is content with what would break the heart of most of her sex. . . . But he (Posthumus) is ill at ease, and talks quite otherwise than in a sustaining way, while Imogen, in silence, hangs about him." This is not inspiring criticism. "Tout genre est bon excepté l'en-nuieux."

A First Course of Essay-Writing. By J. H. FOWLER. (Price 6d. A. & C. Black.)

Mr. Fowler has followed up his manual by a course for beginners, presumably boys in the preparatory school stage. There is an all too brief introduction followed by hints for thirty-seven essays. The subjects of these are well chosen, and the hints are mainly in the form

of questions. Thus, on "The Story of a Shilling": "Where and when was it born? What did it look like? Invent some adventures for it," &c. It is, on the whole, the best practical introduction to English composition that we have seen. We could have spared the "grammar" and "punctuation" of the introduction. It is not true that "clearness depends mainly on (1) writing our sentences grammatically, (2) punctuating them properly."

"Heedless of grammar, they all cried 'That's him!'" is a perfectly clear sentence.

JOTTINGS FROM A REGISTRAR'S NOTE-BOOK.

JANUARY 27.—I have been carrying on a correspondence with a would-be high-school mistress: her testimonials and her certificates are all right; yet she has been seeking an engagement since last August. I felt puzzled, and asked her to come over (she lives ten miles off) yesterday. Directly I saw her I knew that it was her personal appearance that was the obstacle. She was very chatty over afternoon tea; I then discovered that she attributed her want of success to the fact that she was a Baptist. "Over and over again I have lost the chance of an engagement, simply because I am not a Churchwoman." In her case it may have been merely an excuse, but I have been considering the question on general lines since. After dinner to-day I fetched our registers and went over the back entries, discovering that nearly every one inquiring for a governess added: "She must be a Churchwoman." On the other side, three-fourths of the teachers declared that they were Episcopalians or "would be willing to go to church." While thinking it over, other facts came back to my mind, and I wondered that Nonconformist teachers didn't make a stand against their exclusion from public and endowed schools.

An endowed day school near here is a case in point. The trust deed provides that the teaching is to be undenominational and no religious test is to be applied to teachers; but the committee of management privately agreed to choose only a Churchwoman as head, and she tacitly arranged to choose all her assistants from the same body. I suppose it is practically impossible to expose such conduct, for it never gets into the minutes. Of course, the trustees are all Churchmen; if there were any Nonconformists among them, it would be different. If I were a Dissenting parent, I should make a fuss, insist on a proportion of the trustees being Nonconformists, and a certain proportion of the teachers. But they are a sleepy set; they grumble occasionally over the teaching their girls receive, while making no effort to alter it.

The truth is, Anglicans have grasped the all-important fact that it is essential to bring up the young in a definite religious belief, while Nonconformists haven't realized it yet. They are apt to think that home influences are always strongest. If a Church school happens to be more fashionable or more select than its Nonconformist neighbours, it gets the preference. If the Board of Education were to get a return of the children of Dissenting parents attending secondary schools with definite Church teaching, I believe every one would be amazed. We hear a great deal of the hardships experienced in villages on this head, but in secondary schools this attendance is voluntary. I am not proposing that the sects should each have their educational establishments—that would be disastrous—but I like to see fair play. If Dissenters prefer to send their children to private schools for Church people, let them insist on their going to chapel, and also that some of the teachers should be Dissenters also. Let them keep a watchful eye on public institutions, and see that the religious bodies have turn and turn alike in the appointments.

January 29.—Studying the advertisement columns of our local paper yesterday, I came across this announcement: "Engagement desired as Visiting Pianoforte Teacher. 4d. per hour." This registers the lowest fee of my experience. I don't fancy it means reduced circumstances; so pity need not be wasted on the advertiser. Probably the lessons are only worth the pence demanded, if they are worth as much. Still, such an advertisement is significant of many things. Soon afterwards a trained music mistress came in, and I showed it to her.

"I can beat that," she said smiling, "for I once gave a lesson for a penny. It was in my young days, and I was staying in a boarding house at the seaside. Among the inmates—it was a very modest establishment—was an elementary teacher, with whom I chummed. She came back from after-

noon school once with a raging headache, and I insisted on putting her to bed and taking an impending music pupil. A shabbily dressed little girl turned up, who, at the lesson's close, slipped a penny into my hand. That poor little woman actually gave any of her pupils, who would come to her, music lessons for a penny each. Of course they didn't practise, for there were no pianos at home; but they could talk proudly about 'my music teacher' and 'my music lessons,' so their mothers were more than satisfied."

It's wonderful how easily parents are deceived. A widower, down here on a visit, came in to consult me last Tuesday about a school for his little girls. I gave him a prospectus, lots of good advice, and sent him away, as I fondly hoped, with his feet set in the way he should go. Thursday he turned up again, sorely perplexed. He had seen the advertisement of another school (one I won't have on my books) in a London paper, and had inspected it, as well as the one I had recommended.

"So far as I can see," he said, "one is as good as the other, and both ladies promised to carry out my wishes exactly. Yet the fees in the school you mentioned are twice as much as in the advertised one."

I tried to explain the difference between silver and plated articles, but it was of no avail; the cheap and pretentious won the day. You can easily guess the quality of the teaching from the fact that the principal's crowning achievement, the pride of her heart, is the entertainment which her pupils give every Christmas. The preparations for this event usually occupy the greater part of the previous term, and lessons go to the wall—but then, after all, they are only a detail!

I have lately been reading Arthur Young's Life, and was much struck with his description of his daughter's school. Can we say the genus is extinct to-day?

My dear angelic child went to school in January in good health, but never in good spirits, for she abhorred school. Oh, what infatuation ever to send her to one! The rules for health are detestable: no air but in a measured formal walk, and all running and quick motion prohibited. Preposterous! She slept with a girl who could hear only with one ear, and so ever laid [*sic*] on one side; and my dear child could do no otherwise afterward without pain, because the vile beds are so small that they must both lie the same way. The school discipline of all sorts, the food, &c., &c., all contributed. She never had a hearty breakfast. Detestable this at the expense of £80 a year!

February 3.—I had an amusing interview with one of the incapables this morning. She was sent by Canon F—, who wrote me that she was "a gentlewoman, without any means, lately left an orphan." My sympathies were aroused, and when a lady of uncertain age, dressed in deep mourning, arrived I was prepared to do my very best for her. A few preliminary questions showed me that she was utterly untrained and unskilled. Then:

I: "What have you thought of doing?"

She: "I was shown your advertisement for a secretary. I think I could undertake that."

I (surprised): "You understand shorthand, then, and French and German?"

She: "Oh, no!"

I: "You have had some experience in secretarial work, perhaps?"

She: "I used to write dear Mamma's letters."

I: "I am afraid you are hardly able to take this engagement. What do you consider your strongest point?"

She (brightening): "I can paint on velvet."

Something is wrong somewhere when a "live lady," as the charwoman puts it, has nothing but painting on velvet between her and the workhouse.

I wonder if snobbishness will ever die. Soon after the incapable left, a stranger came in and asked me to recommend her a school. She was most particular about inquiring "what class of children they took," as she "objected to tradesmen." Curiosity took me past the address she gave me, when I discovered she was a butcher's wife.

February 4.—One of my clients was in this morning—Miss T—, the head of a very large boarding school for girls just outside the town. After her business was settled she stayed on chatting. Among other things, she told me that she had been brought up by a widowed grandmother who had sent her to this school as a pupil when six years old. At

eighteen she began to teach, still in the same school, and eventually rose to be its principal. She has lived in the same house practically all her life. I believe nothing has ever happened to her beyond the humdrum monotony of school life.

Just consider what that means! Her horizon is bounded by the walls that enclose the garden; her past, present, and future are alike peopled by girls—girls of varying ages and dispositions, of course—still, the atmosphere in which all these years she has moved and had her being has been purely feminine. To make matters worse, she invariably spends her summer vacation (the only time in the year that she leaves home) with two maiden aunts. Naturally, she has no friend of the masculine persuasion, and in a burst of confidence she confided that she was always rather afraid of men, especially when *tête-à-tête*. She is a gentle and most kind-hearted woman; nevertheless, I feel sorry for the girls under her charge. She should have been the superior of a convent in the eleventh century. What possible point of contact can she have with present-day young women?

Curiously enough, while she was here another lady came in—a spinster, too. The eldest of a large family, she possesses no less than six brothers. In her home the masculine element predominates. I'm afraid that familiarity has bred contempt, for she undoubtedly considers men shiftless, helpless creatures. How I longed to introduce these two opposites!

CECIL VINCENT.

CORRESPONDENCE.

HIGHER-GRADE SCHOOLS.

To the Editor of The Journal of Education.

SIR,—In an editorial note in your issue of October last you remarked in a comment on the Return relating to Higher-Grade Schools that the figures showed that Sir John Gorst ought to have used the word "bogus" instead of "shoddy" in describing the kind of secondary education given in these schools. You justified your emendation by pointing out that only 9.8 per cent. of the scholars in the schools of science attached to these schools survived to the third year, and only 2.4 per cent. till the fourth year. You also pointed out that only 26.9 per cent. of the scholars in the school of science were over fifteen years of age, and remarked that the smallness of this percentage showed how fictitious was the agitation in favour of retaining these older scholars in the schools instead of turning them into the streets.

A new return, recently published, enables comparisons to be made between schools of science in secondary schools and schools of science in higher-grade schools (Tables I.A and III.A), and, to use your own expressive language, blows your whole case into the air.

Looking first at the position of the scholars in the schools, the totals show that, whereas the higher-grade schools have 2.8 per cent. in the fourth year and 9.6 per cent. in the third year, the secondary schools have 4.5 per cent. in the fourth year and 16.6 in the third year, while twenty-eight secondary schools have no fourth year at all.

The difference in the totals is small, and even then it is more apparent than real, as will be seen on looking at the columns relating to age. The higher-grade schools retain 27.1 per cent. of their scholars beyond the age of fifteen, but the secondary schools have only 19 per cent. of such scholars.

The writer of the article on which your editorial comments were based puts forward the absurd theory that the smallness of the upper classes in higher-grade schools is due to a systematic endeavour to maintain a good, but ill-deserved, reputation for efficiency by unduly delaying the entrance of pupils into the school of science. He overlooks the fact that by adopting this course a school would suffer a loss of some £6 on every boy it thus kept down, and would greatly injure its chances of obtaining that "fair proportion" of boys in the third year on which the reputation of the school depends a good deal more than it does on examination successes.

Now, although the secondary schools have 8.1 per cent. fewer scholars over fifteen, they have 8.7 per cent. more scholars in the advanced course than the higher-grade schools have. The obvious inference from these facts is that they admit boys to

the school of science at a lower standard of age, and, to that extent, of attainment, than do the higher-grade schools, and that in order to increase the numbers in the third year they allow some pupils to "skip" the second year. By adopting this course of action they earn considerably more grant, and evade, if they do not comply with, the requirement that a "fair proportion" of scholars must be in the advanced course. There is actual evidence that this "skipping" takes place, for Mr. T. B. Shaw, speaking of the London grammar schools, says: "Scholars frequently spend only half the time they should do in a form, or in many cases skip a form altogether; this arrangement has a particularly disastrous effect in a school of science, where the passing over of a form may mean entire loss of instruction in one branch of science" (Forty-sixth Report, Science and Art Department, page 17). I venture to think that on reflection you will feel that you have been somewhat hasty in using the term "bogus," which of course imputes dishonesty to the head masters of the schools concerned. If the kind of secondary education given in higher-grade schools is "bogus," then that given in the secondary schools of science contained in Table A is clearly still more so, and the imputation of dishonesty must apply to the head masters of these schools also. I feel sure that you would not be intentionally discourteous to any teacher not employed in public elementary or in higher-grade schools, and I therefore invite you to withdraw an expression which must, as the returns show, give pain to a great many head masters whom I am sure you did not mean to attack.—I am, Sir, yours faithfully,

W. DYCHE,

Hon. Sec. Association of Head Masters of
Higher-Grade Schools and Schools of Science.

Halifax, April 16, 1902.

[We cannot admit the accuracy of Mr. Dyche's quotation from our note of October last. The final words of his first paragraph, "turning them into the streets," are a gloss of Mr. Dyche's. The proper place for children of ability at fifteen (and earlier) is the secondary school; for the others the workshop and the evening technical institute, not the streets. The new return, even on Mr. Dyche's own showing, establishes our case. 21.1 per cent. in the advanced stage, as against 12.4, is a pretty good majority in favour of the secondary school. The proportionate percentage of scholars retained to the whole proves nothing, for the secondary school takes most of its children in at eight or ten, while the higher-grade, though apparently for the computation a separate school for older scholars should have added on the numbers of its lower elementary school; its percentage then would be about 3. On his next paragraph we refer him to a recent debate at the London School Board, when special penal regulations were made to prevent this "keeping back" of children and loss to the Board's funds. But the whole comparison is misleading. The secondary schools are still in their infancy as regards those regulations, and the force of the regulations is such that efficiency in numbers or grants only comes with age. Let Mr. Dyche institute a comparison between the two classes of schools, taking only those of five years' standing as against those of seven or eight years', and he will see the force of our contention. We have too much respect for schoolmasters to apply to them the term "bogus," or to blame them for carrying out loyally of the policy of their Boards; it is the School Board policy which is responsible for the "bogus" school.—ED.]

BRITISH ASSOCIATION COMMITTEE ON HEALTH IN SCHOOLS.

To the Editor of The Journal of Education.

DEAR SIR,—At the last meeting of the British Association a Special Committee was appointed to consider the conditions of health essential to carrying on the work of instruction in schools. The Committee consists of Prof. C. L. Sherrington (Chairman), Mr. E. W. Brabrook, C.B., Dr. C. Childs, Dr. Clement Dukes, Miss Findlay, Dr. C. W. Kimmins, Miss A. Ravenhill, Mr. J. Russell, B.A., Prof. L. C. Miall, Dr. Sydney Stephenson, Dr. C. Shelley, Prof. H. L. Withers, Dr. W. H. K. Rivers, Mr. E. White Wallis (Secretary).

In the first instance the Committee are collecting information upon the following subjects:—(1) A collection and tabulation of records of original observations on the periods of day appropriate for different studies, the length of the lessons, and the length of study suitable for children of different ages. (2) A collection and tabulation of anthropometrical and physiological observation forms in use in various schools

with a view of preparing a typical form for general use. (3) A collection and tabulation of anthropometrical and physiological observations recorded in different schools for a series of years on the same children. (4) A collection and tabulation of recorded investigations into the causes of defective eyesight in school-children and a definition of the conditions necessary for preserving the sight. (5) An inquiry into the practical knowledge of hygiene possessed by school teachers.

As the subject is one of general interest and importance, the Committee hope that you may be able to find space in your columns to bring these investigations under the notice of your readers, and ask their co-operation in obtaining information on the several points. Any facts or references relating to the subjects under consideration, if sent in to the Chairman or myself, will be very helpful.—Yours faithfully,

E. WHITE WALLIS, Secretary.

The Sanitary Institute, 72 Margaret Street, London, W.,
April 16, 1902.

THE FRANCO-ENGLISH GUILD AT PARIS.

To the Editor of *The Journal of Education*.

DEAR SIR,—May I ask you, in the interests of English teachers and students intending to visit Paris, to be good enough to make known a fact which may be of great moment to them? The Franco-English Guild, of which Miss Williams is President, and which has hitherto been obliged to restrict its services to women, is now opening a section for men. This new step has been taken on the suggestion and with the direct help of the "Comité de Patronage des Etudiants Etrangers à la Sorbonne," a committee which has as its President M. Casimir Périer, and among its members most of the leading men at the Sorbonne. M. Léopold Sudre, Docteur-es-Lettres, the distinguished philologist, is the "Directeur des Etudes" of the men's section. Englishmen will be able to obtain information and advice not only about their studies, but about many other matters which concern foreigners in Paris, by applying to the Secretary, the Franco-English Guild, 6 Rue de la Sorbonne, Paris.—I am, dear Sir, yours faithfully,

Owens College, Manchester.

H. L. WITHERS.

March 29, 1902.

WILLIAMS'S EDITION OF MACAULAY'S "CLIVE."

To the Editor of *The Journal of Education*.

SIR,—In a notice of my edition of Macaulay's "Clive," your reviewer says "the notes, with but few exceptions, are merely abridgments, without acknowledgment, of those in another annotated edition of the essay." The notes are the result of a first-hand use of authorities, and are independent of any other annotated edition.

A comparison of the two editions with the authorities would have satisfied your reviewer as to the nature of the notes before him. The pains taken in getting data may be guessed at from the fact that he credits me with "a general introduction to the study of Macaulay," although it is signed "B."—Yours truly,

A. M. WILLIAMS.

April 7, 1902.

[The notice was written with both editions before me. I apologize for overlooking the "B."—YOUR REVIEWER.]

WORLD-HISTORY FOR SCHOOLS.

To the Editor of *The Journal of Education*.

SIR,—I wonder if your correspondent "E. L." has seen (1) Arnold's "Britannia History Reader," Book IV., "Men and Movements in European History," price 1s. 6d.; (2) "The Making of Europe," by Nemo (Nelson). The latter has a companion volume on the British Colonies. All these books are good and up-to-date.—I am, Sir, yours truly,

W. CAMPBELL PENNEY.

Elizabeth College, Guernsey, March 3, 1902.

OPINIONS OF PUBLIC MEN ON THE EDUCATION BILL.

THE BISHOP OF SALFORD heartily approves the Bill, and believes that it will pass. "The Government stake their reputation—and it is not on too stable a basis—upon this Bill. Everybody will be crying out against their impotency and incapacity if they allow it to fall through. . . . I think it is generous for us Catholics to say that we will build our own schools and offer them as an asset for national education, but after that it is nothing but just that the maintenance should come out of the rates."

DEAN LYNCH likewise approves, but there is one great blemish which must be removed in Committee:—"The managers of the school shall, out of funds provided by them, keep the schoolhouse in good repair," &c. This clause, if the Voluntarists are not extremely careful, may land them in the awful predicament of being forced practically to rebuild most of the voluntary schools in the country.

SIR JOHN HIBBERT approves the Bill as a settlement of the growing friction between Board and voluntary schools. He would retain the permissive clauses, but would raise the limit of population subject to which the non-county boroughs and the Urban District Councils may become the Education Authorities for their areas.

THE BISHOP OF CHESTER commends the Bill, on the ground that it will establish a quasi-parental relation between the Local Education Authority and the various schools of the area. It will draw the most venomous sting out of the competition between denominational and non-denominational schools. It will confer on our school system the benefit of a true orientation. Further, it will meet all that is most reasonable in the *ad hoc* demand. The most valuable members of School Boards will find a welcome on the Education Committees, while not a few persons who do not care to face the ordeal of a contested election, but whose fitness for the work is eminent, will be quietly enlisted.

THE REV. HUGH PRICE HUGHES joins with Dr. Parker, of the City Temple, in declaring that the consciences of Nonconformists will not allow them to pay a new and exceptionally unjust Church rate. Sectarian education must be, in part at least, self-supporting, and in no case supported in any degree by the rates.

THE RIGHT HON. JAMES BRYCE holds that "it is not an Education Bill: it is simply a Voluntary Schools Endowment Bill."

SIR JOSHUA FITCH writes:—"The dominant purpose of the Bill is to encourage the multiplication of denominational schools, to remove the 'intolerable strain' from the shoulders of the Church to those of the ratepayers, to strengthen the denominational system and give it a renewed chance of permanence."

THE BISHOP OF ROCHESTER (Dr. Talbot) welcomes the Bill, but points out, as grave defects, that it leaves undenominationalism in undisturbed possession of the larger part of our urban areas; that, by requiring that a third part of the managers shall be appointed by the Local Authority, it traverses trust deeds and traditions.

PROFESSOR MEIKLEJOHN.

BY the death of Prof. Meiklejohn, which fell on April 5 after a short illness, the sequel of an attack of influenza, the *Journal* has lost one of its oldest and most constant contributors. John M. D. Meiklejohn was born in Edinburgh in 1830, the son of a private-school master. From his father's school he proceeded to the University of Edinburgh, where he won the gold medal for Latin. The twenty years that followed his graduation were spent mainly in tuition. He started a school, first in the Lake district, and then in London. When his preparatory school in Orme Square was transferred to Mr. Quick, he established another in York Place, which, under his lieutenant Mr. Blair, flourished greatly. This was his main work, but his restless activity found vent in other directions. He wrote for the press, he lectured, and in the Dano-German war he acted as war correspondent, and was arrested as a spy. In 1874 he was appointed Assistant Commissioner to the Endowed Schools Commission for Scotland, and two years later he was nominated Professor of the Theory, History, and Practice of Education, being the first occupant of the Chair founded by the Bell trust. The endowment was meagre, but the duties of the professor were not arduous, and the business of his life thenceforward was the composition of the many and various school books which have made his name famous. History, geography, grammar, composition, from an A BC for infants to a history of English literature for advanced students (the work on which he was engaged at the time of his death), there was hardly a branch of class teaching that he did not touch, and we can add: "Nihil quod tetigit non ornavit." His text-books are often inaccurate and defective, but they are never dull. He had the supreme gift of the teacher, the power to seize the salient points and to drive them home. It is remarkable that his most serious work as an author—the translation of "Die Kritik der reinen Vernunft"—should have been made when he was scarcely out of his teens. His vigour and adventurousness were conspicuous in his business. Dissatisfied with his treatment by publishers, he determined to publish for himself, and set up and managed to the last the house in Paternoster Square.

We may add one or two traits of character. His keen sense of humour could hardly be suppressed. It appears in "The Life of Dr. Bell" and in the notice of himself contributed to "Who's Who": "Fought in two General Elections; beaten both times. Compiler of numerous *biblia abiblia*. Recreations: golf every morning, whist every evening." It betrayed his anonymity in a somewhat embittered controversy which he waged in this journal about a year ago—the bitterness was not on his side. He loved a free fight, and was careless whom he attacked, but he never lost his temper, and was as ready to take as to give blows. Against hypocrisy and stupidity he was never tired of tilting, and, like Dr. Johnson, he was a good hater. Yet at bottom he was the kindest and most lovable of men, public-spirited and generous to an extreme.

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OCCASIONAL NOTES.

THE readings of the Bill are not timed opportunely for a monthly journal, and we must wait till July before pronouncing on the measure as it emerges from the

Committee stage. Nothing that has been said or done since we last wrote—neither the speech of Mr. Bryce nor the letter of

Mr. Eve—leads us to alter the provisional opinion that we expressed last month. It is quite true that the Bill has been riddled with small shot, by Mr. Lyulph Stanley with his *Contemporary mitrailleuse*, and by lesser sharpshooters, but it has so far received no mortal wound, and its strength has been proved by the inability of the Opposition to suggest an alternative policy. Why the Government should not have withdrawn the optional clauses it is hard to divine; that they will be withdrawn we may gather with certainty from Sir Richard Jebb's speech. After all, the main argument against the Bill resolves itself into this: it satisfies the Church party. A singularly weak argument, it seems to us, as though one man's gain must needs be another man's loss. We hold no brief for or against the Church, and we are convinced that in conceding the principle of public control, with whatever safeguards and reservations, Churchmen are granting *in posse* all that we educationists demand.

CHURCHMEN are agreed that religious education is not a matter of a religious half-hour a day, but of the tone and influence of the whole school day in a school of which religion is the chief element."

The Claim of Churchmen.

Not only Churchmen, but all true educationists, will agree with the sentiments of the *Guardian*; but what most Churchmen do not see is that this is fatal to their claim, if not for absolute control, at least to be the dominant power in Church schools. It is idle to tell the Dissenter that Churchmen bear one-tenth of

the cost and demand less than a tenth of the time for Church teaching. An indeterminate equation cannot be solved by the rule of three.

THE most important utterance of the month on the Education Bill is unquestionably Lord Rosebery's general approval of the municipal principle in his speech at Colchester. As a matter of fact, if the other critics of authority like Mr. Acland would fasten their attention upon the same point, which is really the main issue, there would no doubt be quite a chorus of approbation. In the second reading debate in the House of Commons not a single speaker was found to question the competence of County Councils—acting through a selected Committee—to deal with secondary education; while, as regards elementary education, the only points at issue were whether it was expedient to give the Councils this extra burden with all its controversial side issues. On the platform and in the Press, with the single exception of the "Free Church" protests and, naturally, the cries of the doomed School Boards, where *ad hoc* still struggles in its last ditch, the broad municipal principle has suffered no serious attack. Adverse speeches and letters have been upon matters for the Committee stage rather than for the second reading. The proportions of the various elements on the Education Committee, the option clause, rate-aid *versus* tax subsidy, and the management of denominational schools are all of importance, but they are matters of detail upon which, as Mr. Chamberlain has broadly hinted, the Government are prepared to make concessions. Important as these points are, they hardly affect Lord Rosebery's wide issue as to whether the trusted and elected authorities dealing with all the comforts, duties, and amenities of adult life are also to be entrusted with the education of the children.

WE wish that it could be made compulsory for every speaker on the Education Bill to pass a competitive examination in two subjects. The first set book would be "Hansard's Parliamentary Debates" for the year 1870, and the second some four volumes of Mr. Sadler's "Special Reports" on Continental education. Recognizing, no doubt, that we have not yet reached this stage of perfection, our contemporary the *County Council Times* started in May a remarkable series of extracts dealing with the salient points of both "papers" as far as they concern matters now in controversy. Mr. W. E. Forster, Mr. Gladstone, Mr. G. Dixon, and Mr. Mundella all stand out in strong relief as opponents of *ad hoc* election, and as in favour of the municipal principle. With deep reluctance and fear, they show themselves driven from their position solely through the incompetence and small area of the vestries in rural parishes. Reflections from these leaders of thought, all too true, as to friction, sectarian squabbles, and an inferior class of administration as the result of direct election, accompanied their surrender of principle. From first to last the "Free-Church men" on their own side denounced Mr. Gladstone's Government for their aid to voluntary schools, and for not forcing on them also the Cowper-Temple clause. How hollow does all this seem now when we are told that what was then denounced is as the Ark of the Covenant! As to Continental analogies, the "Special Reports" show that everything declared impossible or unworkable or unconstitutional in the Bill is found in full working order among all the best educated of our industrial rivals. Is it too much to hope that members of Parliament, at any rate, will digest these facts?

SOME teachers are disappointed that no announcement has yet been made by the Registration Council inviting applications for admission to Column B. We suspect there is much ground to be cleared first. At any rate, we know that the Council is holding bi-weekly meetings, and that an advertisement has been issued in regard to the Registrarship. This advertisement must have caused some disappointment. The salary offered is £500, rising to £600. We were not alone in demanding that, in order to secure a Registrar of the right calibre, the sum of £1,000 should have been offered. There are one or two names that rise instinctively to the lips when one questions who the Registrar will be. But these men are not likely to leave their present work for the salary offered. Of other applicants there will be no lack, and the Council have a difficult task before them. We suppose the appointment will be made by the middle of this month, and, if the Registrar appointed is able to take up the work at once, teachers may possibly have an opportunity of sending in applications before the end of the summer term. But it is more probable that nothing will be done till September.

*The
Registration
Council.*

THE chief preliminary difficulty is to decide the connotation of the term "recognized schools." The larger number of applicants for registration will base their claim upon two points: first, that they possess a University degree or its accepted equivalent; secondly, that they have taught for three years in a recognized school. No one, then, can make a claim under these clauses until he knows which are the recognized schools. There exists nowhere—not even in the pigeon-holes of South Kensington—a complete list of "schools other than elementary." Mr. Sadler's list was confessedly incomplete, and we believe nothing has been done subsequently to finish the inquiry. This is the *crux* with which the Registration Council is faced. On their report, when it is made, the Board of Education will settle the question. We do not see how any convenient line can be drawn between recognized schools and those not recognized without a preliminary inquiry. Are private schools to be excluded? This would be manifestly unjust. But how to discriminate? We suppose the Council will eventually decide to put a series of questions to each head master, and, on his reply, supplemented possibly by inspection, the Board will add his school to the list or not.

*The
"Recognized"
School.*

AS so much time is necessarily lost in preliminary inquiries, it would seem fair to extend the limit of time allowed for registration under the easier clauses. And it is stated that the Consultative Committee has proposed to the Council an extra year's grace. We may safely assume that the Council will make the meshes of their net as wide as the Order in Council permits. There are excellent men and women who have been teaching for ten or twenty years who deserve to be admitted, though they do not possess the necessary qualifications. We hope such people will be dealt with generously. They cannot be expected now to pass qualifying examinations. Others who are younger may well take the necessary steps, easy as they are, within the next three years—or, perhaps, four years. Eventually, we hope that the standard of registration will be screwed up on the professional side, until registration becomes the genuine mark of the member of a "learned" profession. But there are few of us to-day with paper qualifications attesting our training, and for the present no existing teacher of satisfactory powers should be debarred if he or she wishes to register.

*The
Time Limit.*

THERE are those who ask what is the good of registering and who prophesy that the whole scheme will end in failure. And they argue further that there can be no hardship in exclusion when there is no advantage in admission. Yet there is no danger that the columns of the Register will remain empty. Already advertisements may be seen in the papers which ask for such qualifications for the teacher required as would lead to admission to Column B. The Board of Education has issued new regulations with regard to secondary day schools. Among these we read that the teachers in such schools must be properly qualified, and that the inclusion of the teacher's name in Column B would constitute such qualification. The Local Authorities will be sure, for the sake of convenience, to expect candidates for appointments to have their names on the Register. And the public schools will be drawn in for this reason, if for no other: public-school masters may expect sometimes to be applicants for head masterships of schools under County Authorities. The worst they can say is that there is no harm in it, that it may do good, and only costs a guinea once paid.

*Who
will Register?*

ENOUGH attention has not been directed to the Duke of Devonshire's defence of the genesis of the Education Bill at the Coronation Dinner of the County Councils Association. His keynote was "irresistible necessity." Consequences had followed both the Acts of 1870 and 1889, which "were not foreseen at the time of their adoption." That a "demand would arise for the instruction of children who had left the elementary schools," and that "Technical Instruction Authorities would make themselves Secondary Education Authorities" were quite outside the prophetic vision of either Mr. Gladstone's or Lord Salisbury's Governments. Now there is nothing to be ashamed of in this. In every other branch of legislative activity the same thing is seen, and unexpected developments necessitate amendments in the law. But the Duke went further. He showed that those two unexpected results caused a collision of administration, with, as a natural consequence, waste and overlapping. Three courses were open. First, the general supersession of all others by one Authority, as in the Bill; secondly, the drawing of a hard and fast line between the grades—an inevitable preliminary, by the way, to Mr. Acland's solution; thirdly, to let the Authorities fight the matter out at the cost of the ratepayers, which is just what the School Boards and Free Churches desire—especially the "fight." The Lord President had no doubt in his mind that the most difficult, because the boldest, course was the only one open to responsible statesmen. He concluded by a word of advice to the new Authorities to "lay down general principles of finance and administration," and in the actual management to "continue to make use of the assistance of all that is best in the present Authorities." This we heartily endorse, and hope to see all active and public-spirited School Board members on the Sub-Committees of the Education Authority—a position not less dignified than their present ones.

*The Duke
of Devonshire
on Genesis
of the Bill.*

THE attempt of Sir W. Harcourt to belittle the attitude of the County Councils Association on the Education Bill was too transparent. Because they agreed to say nothing about the extent or limitation of the rate in their approval of the secondary part of the Bill, and expressed their wish that *all* the extra elementary expense should not fall upon the ratepayers, but that the Chancellor of the Exchequer should do his share, Sir

*Sir W. Harcourt
and the
County Councils
Association.*

William tries to saddle the Association with giving its approval of the Bill only as long as it had not to pay for it. As a matter of fact, the proceedings at the meeting in question show just the opposite tendency. Many members hold that there should be no limit to the rate (as do representatives of most of the large county boroughs), but that Councils should be trusted "all in all" in the matter, while others hold that the Welsh Intermediate system of concurrent rating and Treasury equivalent grants is the best. It was in an attempt—and a successful one—to unite all these into giving a general and *unanimous* approval of the secondary portion of the Bill that all allusion to the rate was omitted from the resolution. Sir William is apparently not aware that, over and above the actual local taxation grant, the Councils, *since* the Royal Commission reported in 1895, have, either by direct rate subsidies or by loans for buildings on rate security, given just over a *million of money* mainly to secondary schools. This is not the class of Authority likely to refuse to pay for its privileges. On the "elementary" question, the proposer of the resolution distinctly affirmed that some of the extra cost should come out of the rates, and an amendment to ask for it all from the Treasury did not even find a seconder. Curiously enough, in the debate on the Bill of 1870 it was Mr. Vernon Harcourt who proposed the sharing of School Board cost in this way and that the extra outlay should not be entirely a rate charge. But consistency is not Sir William's strong point.

THE point we raised last month has been taken up and emphasized in many influential quarters. The influx from all parts of the globe of scholars to Oxford in far greater numbers than has been the case in the past will force the University to consider its position, and to inquire whether its resources are equal to the demands that may be expected. Frankly, they are not. Oxford is the home of linguistic, historical, and legal studies. The influence and charm of the education it gives arise from a thousand and one sources too subtle to analyze in an occasional note. But, if its students ask for elaborately fitted medical schools or electrical laboratories, the University can but answer that for the last two years its accounts have shown a loss, and there is no fresh source of income available. A few more millions spent in buildings and endowments would enable Oxford to become an Imperial University, with a faculty in every known subject of study. Benefactors who give scholarships do not always realize that the sum paid does not cover the cost of the education given. It is so with secondary schools. The County Council scholar pays the school fees, which probably—almost certainly—fail to cover the cost of education, without counting rent of buildings. But there is this difference: the County Council also makes a grant to the school, in addition to the sum paid by the scholars.

THE undergraduates have decided by a large majority in an Union debate that Mr. Rhodes's benefaction is to be welcomed. It is probable that the Common Rooms would, if polled, say ditto. And yet there must be feelings of anxiety in addition to the monetary ones mentioned in the preceding note. What sort of men will Oxford get, and how far will they accept the traditional discipline of the University? Will the new-comers show even the *modicum* of respect that the existing undergraduate does to the proctor's bulldogs? Will they come to work or play? Mr. Rhodes's ideal is not a bookworm. Germany has plenty of intense students; but will the Emperor select these to send to

Oxford? We are rather inclined to think that from Germany at least will come the future diplomatist or administrator, the man of action rather than of letters. From America and the Colonies we shall probably have men eager to share in the general life of the colleges outside the lecture-rooms, rather than to pursue, as their main object, some special line of study. Mr. Rhodes, who is said to have mastered the details of his scheme, may have had this in his mind when he decided upon three years instead of four as the period of University life for his scholars. Three years is ample time to taste Oxford life, and affords opportunity also for one Honour school, either in Moderations or in Greats.

MR. JAMES BRYCE, in the *Nineteenth Century*, criticizes the Bill under the five points of a charter which he holds educational reformers would all sign: (1) Provision of secondary education where lacking and raising of quality where it exists; (2) improvement of rural schools and raising age of attendance; (3) better provision for training of teachers and abolition of pupil-teacher system; (4) enlistment of popular sympathy with, and popular interest in, schools; (5) elimination of sectarianism from teaching and management of schools. He demonstrates that, by the Bill, defects (1) and (3) are left uncured; (4) and (5) are actually aggravated; while to (2) there is applied a remedy both costly and uncertain. We cannot here attempt to traverse the argument, and will only note two points. First, he differs from the vast majority of educationists in not desiring a single Authority, and saves his self-consistency by pointing out that the Bryce Commission of 1895 dealt only with secondary education. Secondly, his arguments under (1) and (4) cannot both be pressed. He lays down at starting that nothing will be done for secondary education, because there is no compulsion, and the County Councils will grudge the money. Then he urges that the motive power in educational progress is popular sympathy and local interest. But the County Councils, who will be the paymasters, are more truly representative bodies than School Boards, elections to which are tainted by the cumulative vote.

THE new Matriculation scheme of the University of London is a signal triumph for the Modernists. Latin was the Hougoumont of the battlefield, and Latin is now relegated to an alternative subject. Only one foreign language is now compulsory, and this may be either ancient or modern. A candidate must take five subjects—(1) English, grammar and composition, including questions on English history and general geography; (2) Elementary Mathematics (two papers of three hours each); (3) Latin, *or* Mechanics, *or* Physics, *or* Chemistry, *or* Botany. Two additional subjects must be taken from a large group which includes virtually every subject taught in secondary schools. Thus, a classical boy might pass in English, Mathematics, Latin, Greek, and Ancient History, and a modern-side boy in English, Mathematics, French, German, and Modern History; while a special science candidate might substitute for French and Modern History any two branches of science or Geometrical and Mechanical Drawing. The scheme will be a welcome relief to head masters, and put an end to that miserable excrescence the Matriculation class. It is true that a pass will henceforth lose its value as a leaving certificate; but it will far better serve its primary object as a test of fitness to profit by University instruction. We detect only one blot—there should have

been two papers in English, a wider subject, and in our opinion a more important one, than Elementary Mathematics.

THE important meeting held at the Mansion House on May 9 had two concurrent objects—the raising of funds for the endowment of University College and its incorporation with the University of London. So far the call for a million has met with a half-hearted response, and the municipal public spirit of Birmingham is still to seek in London. The fact is that London is a convenient geographical expression for postal and other purposes, but has no more unity or coherence than the Holy Roman Empire. London merchants have not yet realized the benefits that will accrue from incorporation. The teachers will, at starting, be the same, though they may bear a higher title; the buildings will be the same, though they may be enlarged and better equipped; the fees will be the same, though they will be regulated by the University instead of by the Council of the College. All very true; but what the public do not see is that the other affiliated colleges will be compelled to follow suit, and that before long we may hope to find a group of co-ordinated schools all regulated by a single Authority which will be able at once to prevent unnecessary duplication of chairs, to supplement the teaching when defective, and to fill up many lamentable gaps. The University of London will no longer be *magni nominis umbra*, whose very habitat is known only to the initiated.

DR. J. H. GLADSTONE deprecates the Education Bill on the peculiar ground that it will tend to retard and throw back the new learning. By the last returns of the Board of Education (why is it we have none later than 1899-1900?) it appears that the attention given to the scientific subjects of instruction is more than twice as great proportionally in Board schools as in voluntary schools. But surely the explanation is not that the voluntarists are opposed to science, but that they cannot afford the more expensive kind of instruction; and, whatever else the Bill does, or fails to do, it will remove this financial disability. Whether County Councils are less likely than School Boards to support the more modern and practical views of education of which Dr. Gladstone has been the apostle remains to be seen.

THE "Regulations for Secondary Day Schools," which have just been issued as a separate publication, differ considerably from those of last year included in the "Science and Art Directory." The term, by a happy oxymoron, now includes boarding schools and also private schools, the clause, "not conducted for private profit or farmed out to the teacher" having disappeared. The minimum of local contributions—under which head are included fees, grant from Local Authorities, and endowments—insisted on before a school can receive a grant from the Board is now fixed at 25 per cent., a very moderate requirement. The Register casts its shadow before, and we read that, "inclusion of the teacher's name in Column B of the 'Official Register of Teachers' will be accepted by the Board" as evidence that a teacher is duly qualified. The grants will be at the rate of 70s. to 120s. per student in the Elementary Course, and of 80s. to 180s. in the Advanced Course.

THE scheme of the London County Council for a day training college seems at last, after some vexatious delays, to have taken definite shape. The college will be open to King's Scholars, of both sexes, and to any students who wish to become teachers in either primary or secondary schools. No less than a hundred scholarships are to be offered for competition. These appear to be intended for primary teachers, as the candidates for them must be qualified to hold a King's Scholarship. The other condition—that candidates must have passed the Matriculation Examination of the London University—implies that the college, besides giving a course of training that will lead to the "certificate" or other diploma, will also provide a course of education leading to a degree in one or other of the University faculties. The news that the scheme has been approved by the Council is very welcome. London has waited long for an official training college; but so far as can be judged the present scheme contains all the essentials for a great success, though it will not provide, what is even more needed, training for secondary teachers.

THE practice of teaching boys and girls together in the same classes for at least a considerable part of their school life is steadily on the increase. Secondary schools are, as a rule, conservative in habit and action. The example from Scotland, and more recently from America, was ignored or scouted; but the Welsh Intermediate schools are too near our doors to be overlooked, and from them we get nothing but favourable reports. In England, too, not a few pioneers have shown that boys and girls can be educated together no less thoroughly than apart, and, further, that considerable advantages in character and conduct accrue to both boys and girls in what are known by the somewhat ugly phrase of "mixed" schools. We refer to the matter again here because we want to suggest a fresh field of operations to those who are working to overcome prejudice. There are, we believe, quite a number of schools up and down the country where boys and girls are lodged, by the charity of some society or religious body, under the same roof, and meet one another, perhaps, in the dining hall, but otherwise are kept rigidly apart; except that brothers may see sisters on Sunday afternoons. In such schools reform is easy, and, in our opinion, desirable.

THE current number of the *Modern Language Quarterly* contains several articles of special interest to the teacher of French or German. Among them, of course, the New Method is not neglected. It is certainly remarkable to note the rapid spread of this method since the publication of Messrs. Dent's handbooks. And it is perhaps still more remarkable to note the steady perseverance with which the method is urged in spite of difficulties. These difficulties are many and various; we call attention here to a difficulty in one type of school that is felt by some teachers to be so great that in despair they abandon the New Method. In an intermediate school of the newer type it is simple to start in the lowest form with the Hölzel pictures, and even to continue this work in the form next above. These children, after, say, two years of this work, are moved up into a higher form, and have to work with a number of new pupils—County Council scholars very frequently—who are beginners in the foreign language. Each teacher will, in practice, have his or her way of solving the difficulty, which is further increased by the fact that

A New Training College.

Co-education.

Modern Language Teaching.

these scholars have probably within three years to pass a qualifying examination such as the "Junior Locals."

THE regulations issued by the Head Master of the Cheltenham College for boys with regard to the *exeat* for the Coronation holiday have aroused the indignation of at least one parent. Sunday travelling is rendered compulsory, says Mr. Diggle in the *Times*. Railway companies are warned not to be unpunctual; and the sins of the fathers and of steam-boat companies are to be visited on the children. The circular ends with the stern decree: "No answer will be returned to requests for longer leave." Head masters have a reputation as autocrats, but even the down-trodden parent may turn. Seriously, the question of granting leave on a special occasion like the Coronation is one that demands care and prudence in its solution. Dr. Field strikes the right note when he urges that the Conference should decide upon, and issue, a policy in reference to the occasion. The independence of the great schools is a splendid thing: but in certain details even a great head master may be strengthened in his position by union with his fellows. Another grievance crying aloud for reform is the varying date of the Easter holidays. If the Conference would act as a united body on such questions as these, parents would soon give their assent, and existing and justified grumblers would hold their peace.

TECHNICAL EDUCATION.

THE excellent progress made by the London County Council with their scheme for technical instruction is fully illustrated in a report which has just been issued. It is nine years since the County Council commenced its operations, and during that period great developments have taken place, not only in the provision of polytechnics and technical institutions, but in the co-ordination of educational agencies of various grades so as to provide continuous educational facilities from the lowest to the highest grade of work for all classes of students. Out of the sum of two millions and a quarter which the County Council has received as the residue under the Local Taxation (Customs and Excise) Act, 1890, £1,000,170 has been allotted to technical education. And the amount required each year is rapidly increasing. The estimated aggregate expenditure for the year ending March 31, 1902, is £215,000.

THE practical instruction for apprentices, improvers, and journeymen in the principal London industries has, from the outset, occupied a leading place in the Council's work. It is noted that ten years ago it was extremely difficult to establish such instruction, owing to the extent of the buildings and the special character of the equipment required, and, above all, the extreme difficulty of obtaining teachers who, possessing practical knowledge of the trades dealt with, also understood the scientific or artistic principles involved in their work, and who possessed the ability to teach. There was another difficulty from the fact that for many years such classes as had existed had been out of touch with the workshop, and workmen had scarcely begun to find that the training provided in a properly conducted technical school might be of service to them in their daily work. In 1894 97 classes in technological subjects were available. There are now in London no fewer than 35 well equipped and efficient centres of definitely practical instruction in various trades, and during the present session about 200 separate classes are being conducted.

THE twelve polytechnic institutes working in conjunction with the County Council are estimated to be spending, in all their departments, a total of £175,000, per annum, of which, roughly speaking, £40,000 is provided by the City Parochial Trustees, £50,000 by the London County Council, £22,000 by the City Companies, £10,000 by private subscriptions and other endowments, £10,000 by Government grants, and £43,000 by students' fees. The total capital expenditure involved in these institutions is said to exceed £600,000. During the past session a total of 30,000 separate students have been under instruction in all subjects, as compared with a corresponding total for 1892-3 of not more than 10,000. It may be noted that evening instruction in

mechanical engineering, electrical engineering, carpentry and joinery, plumbing, and other building trade classes, experimental physics, chemistry, and mathematics has during the past nine years increased almost fourfold—that is to say, the number of "student hours" in these subjects in 1893-4 was 118,732. In 1900-1 the total was 454,363. The work of a London polytechnic is of an extremely varied character. Within the walls of a single institution theoretical and practical instruction is given in many branches of science from the elementary to the most advanced stages. Thorough courses of training are provided for mechanical and electrical engineers in laboratories and workshops of the newest types; on the art side, not only is teaching given in the ordinary branches of drawing, painting, and modelling, but students are specially trained in the application of design to existing industries. In view of the steady growth of students, the polytechnics are likely to require additional buildings in the course of a very few years, and the Technical Education Board contemplate an expenditure of £70,000 for this purpose.

It is pointed out that the policy of the Board with reference to the reorganization of the University of London has, from the first, had in view (a) that its advantages should be effectively open to evening students; (b) that adequate recognition should be given to the more advanced work of the polytechnics; (c) that there should be no discouragement of "technical education" by its exclusion from University degrees; (d) that, in particular, engineering and the subjects of higher commercial education should be given a due place. These objects have been attained. Teachers of suitable classes in polytechnics or other institutions are entitled to be recognized as "teachers of the University," on exactly the same conditions as teachers in the older colleges, and duly matriculated students pursuing approved courses of study, under such teachers, become internal students of the University with full privileges. At the same time, it may be noted, the Board has given no countenance to the idea, expressed by some, that the polytechnics should actually become "schools of the University," or in any way diminish their more elementary work in science, art, or technology, or subordinate it to higher studies. It is regarded as of primary importance that the polytechnics should continue to provide every grade of instruction from the elements up to the most advanced and specialized work. Not more than 10 per cent. of the aggregate work is above matriculation standard, and the Board do not look to see this proportion increased. But it is of vital importance to the other 90 per cent. of the work that there should be no check or discouragement to those students who pursue their studies to an advanced stage.

FROM the outset of the work of the London County Council the importance of a complete scholarship system has been fully recognized. The scholarships now awarded form a connected series which may enable a scholar to pursue his or her education from the time of passing the sixth standard until a University degree of corresponding qualification is obtained at the age of twenty-two or thereabouts. The successful working of the system is shown by the two following facts brought out by the scholarship competitions held last year:—(1) At the last competition for Intermediate County Scholarships 79 per cent. of those offered were obtained by those who had held Junior County Scholarships, while (2) at the last competition for Senior County Scholarships four out of five were obtained by candidates who had originally held both Junior and Intermediate Scholarships. The scheme is also to be viewed in its relation to the education of London as a whole. In this respect it has acted as a bridge connecting together various parts of the educational organization between which there was formerly insufficient communication.

THE BLUE-COAT BOY.

By A FORMER MASTER.

NOW that this particular specimen of boy is about to disappear, it may be well to put on paper some of the features that have helped to distinguish him from other boys. He who is now writing knows quite well that a school which means to call itself Christ's Hospital is to start soon on its career at Horsham, and it is quite possible that the familiar dress may be worn in those "fresh woods," and that the mantle blue may be twitched in "pastures new"; but no one who knows anything about the old conditions of existence and the plans which have been laid down for the school that is to be can imagine for a moment that the Blue boy of the future will be the same as the Blue boy of the past. He may be something far superior—that is not the point—but he will not be the same, and, therefore, as has been remarked before, it may be no bad thing to put on record some of the salient

features of the creature who has been known (and liked) by many as "the Blue-coat boy."

Of boys in general it is not necessary to say much. A boy is a queer, attractive person, as full of surprises as "a surprise packet," idle, affectionate, with a strong sense of justice—even for assistant masters—as full of rules of "taboo" as a savage, and with some odd notions as to right and wrong. So much for the general; now for the particular. To begin with, up to recent days, the Blue has not been rich; indeed, it used to be a *sine qua non* of his "presentation" that his parents, if they yet existed, should be poor. One result of this was that he was not difficult to please; he was not *blasé*. A day in the country was delightful; a theatrical *matinée* was a revelation—even tea at an assistant master's home was not despised. To find boys so easily amused and pleased was a pleasant change to one who had been an usher at a school intended to prepare the boy for Eton. The boys were nice enough, as boys usually are; but, as they came from lordly or luxurious homes, as they began the day with made-up dishes, such as curries, devilled kidneys, omelettes, and continued until night "according to that beginning," and as they could criticize every play and entertainment, it was not easy to give those young gentlemen a treat. Mr. Peter Magnus's friends were easily amused: Blue-coat boys were easily amused—and pleased.

Another striking feature about Blues arose from the conditions of their life in London. For reasons of economy, they had no servants waiting on them. The ward servant attended on the matron and helped to keep the ward clean; but each boy made his own bed, blacked his own boots, laid the cloth for dinner, carried in the joints, did all the "waiting" in the hall, and so on; consequently the Blue was a most handy, helpful creature—not only able, but anxious, to help a friend—even a master, in any detail of practical affairs, such as serving out books, addressing magazines connected with the school, &c., and it is possible that such experience, such habits of order and of methods were found useful in the business-life to which many were to go.

Perhaps even the lack of games was not an unmitigated evil. A school which organizes games as thoroughly as it organizes work must have a tendency to turn out machines rather than living, thinking creatures. The present writer knows the use and good of games as well as most folk; but, at the present moment, he is thinking of one special aspect of the question. A Blue had leisure to think out his own tastes and methods. Some "loafed," no doubt, but many developed their own tastes and used their leisure in wise ways. The masters, being practically daily tutors, could not be always worrying and drilling, as is the tendency of some conscientious creatures who are serious and "earnest." If a Blue-coat boy wanted advice, wanted a quiet talk, wanted, in a word, a friend, he generally knew where to find one, and few notions can have had a slighter base of fact to rest upon, for the last twenty or thirty years, at all events, than the one that Christ's Hospital contained two camps: some masters who heard lessons and used canes, some boys who got the thrashings and who howled—"lugentes campi" of the City, in a word. The next characteristic of the Blue-coat boy seems to be connected with his dress. There can be little doubt that the quaint garb came to him as the local and spiritual successor of the monk—*i.e.* of the Grey Friars who lived upon the City site long before Christ's Hospital was founded. Doubtless it is true that "cucullus non facit monachum"; but it does not follow that a certain garb may not, without the wearer's consciousness, carry with it something of the spirit of the friars. Be that as it may, it is on record that, in Charles Lamb's day, the little Blue was marked by a certain reserve, aloofness, dignity, and that these marks have survived till recent times. If some members of the school, in the last year or so, have not exhibited these traits, it must be borne in mind that, for the last ten years, some boys have got in, not by presentation, but by competition; have missed the staring newness of the Board school, have gone without the valuable training of the nursery at Hertford, have had no fancy for a boarding school, and, in a word, have felt no love for, or pride in, the old school. But, speaking generally, the Blue was civil, courteous, yet reserved. Two instances may prove this fact more clearly than a series of general remarks.

About a quarter of a century ago a tragedy occurred among the Blues that may occur at any school (especially one that

lays, or has laid, itself out to catch the failures and the oddities): a boy destroyed himself. A certain master warned his boys when they were going home that they would be much pestered by inquiries about the matter, chiefly on the part of strangers, and that for their own sake and the school's sake the less they said the better it would be. One boy bettered his instructions; for on being asked by a stranger: "Well, now, what about the boy who hanged himself?" the little Blue replied, with the angelic air that most boys can at will assume: "Oh, he's dead!"

An old clergyman to whom the writer told this anecdote produced from his own experience a confirmation of this tendency to reticence: he was one day travelling by train and came across a company of little Blue-coat boys (he had in his boyhood had the offer of a "presentation" to Christ's Hospital, but, for some cause or other, he had gone to Marlborough): anxious to hear something of Christ's Hospital from inside, the clergyman left his carriage, bought a store of buns and oranges, and joined the little Blues. They munched and sucked like children at a school treat, but were silent as Trappists.

Now the whirligig of time is bringing these two schools together. What has been Christ's Hospital is to reappear at Horsham as a sort of Marlborough with its hostel system and unmarried masters. It may be a copy; it may be a caricature; it may be a great improvement on its old self and its model; but, for divers reasons known to many, the school will not be what it has been, and the Blue-coat boy that has been will be seen and known no more.

SCHOOL PUNISHMENTS.

(Continued from page 319.)

VERY needful it is not to overdo punishment. The best schoolmaster is often voluntarily blind; he shuts his eyes when he knows that he can do so with safety. On the other hand, one is bound to be perfectly rigid, and a law once laid down must be kept. This thought indeed leads to a difficult problem—How far is it desirable to have a code of penalties, how far to vary penalties even for the same offence? By having a code we at least gain the semblance of exact justice to all; but it may be a semblance, and a semblance only, as no allowance is made for difference of disposition. With graver offences I think most would admit that a code is more or less inevitable; it does not do to cane one boy for stealing and to let off his comrade, on promise of amendment, with nothing more than the lecture. But for minor offences I am not so sure that to have a code is the right step. Forgetting books or dropping pens may have a regulation penalty attached—marks lost, perhaps, if marks are used, or the addition, as I have recently seen proposed, of marks to others not so careless; but, with talking in class or inattention, or even, it may be, coming late, it is, perhaps, not so well to be quite rigid. Temptations to an offence of this character vary greatly in strength with different boys. But even here it may be well to copy our legislators and have a maximum penalty and a minimum, with various possibilities of gradation in between. But this leads to the objection that one boy will think himself unfairly treated because punished for apparently the same misconduct with greater severity than another; it is not always possible for a boy to know exactly all the conditioning surroundings. Nor is it always possible in such cases to explain. Hence the great difficulty of an apparent injustice even where really there is none. True, if we have established a reputation for justice, we can, perhaps, afford to disregard the danger and justify ourselves when a challenge comes, but this line of conduct we must pursue with caution: it is not wise to follow it far.

To this point I have dealt mainly with the reforming side of punishment. But one of the great advantages of school education over the treatment of individuals is that every act by every boy can carry with it a lesson for all—each punishment can be made exemplary, a warning to others besides the offender. From this fact arises the difficulty I have been discussing—the difficulty of dispensing an even-handed justice. But with it come also great advantages. It means that often one punishment is enough; one individual suffers, twenty go free. The warning, too, given by the first punishment may often lead others who, having the same tendencies, have not yet

yielded, or, at least, have not committed the sin which is unpardonable—the sin of being found out—to watch themselves closely, and to learn resistance to temptation without suffering first. Fear, it is true, is at the bottom of such conduct; but, even so, we are surely acting better than when following the right from a mere sense of suffering. Morality based on a fear of the imagination stands, does it not, on a higher plane than morality based upon a physical knowledge of the painful connexion between cause and effect? It is this consideration of the influence of example which makes it so important to be absolutely certain that not merely is the nature of the offence understood, but the reason why the punishment is inflicted as well. The giving of the reason is vital and imperative. Many people, I know, do not act on this view, and refuse to give reasons even when challenged; they content themselves with resting upon their mere will, or, worse, upon the fact of their physical superiority or position as tyrants beyond appeal. Nothing can be more vicious. The more readily reasons are given the more readily obedience is returned. Children like to be treated as rational beings, and give to such treatment a glad response. Apart, too, from learning obedience more readily, they soon come to see that nothing is arbitrary—that we ourselves also are under the rule of law, acting as we do because we have no choice. And this knowledge will enable us to deal with those cases—for such cases do occur—when it is well-nigh impossible, or sometimes undesirable, to explain to minds not yet fully developed all the considerations which have led to our action. Reticence is at times inevitable; but, if our habit is to be quite candid, and to be willing wherever possible to explain the reasons for our conduct, we evoke the faith of the children in ourselves. They will rest content and believe our word when we say we have good reasons for our action which they are not as yet able to understand, but will see for themselves when they are men. This is the only case where that unsatisfactory answer: "You will know when you are older" can be in any way taken as sound, at least in connexion with punishments. And mark that in this way we are teaching children reverence, to learn that others are wiser than themselves—that faith is an element in life sometimes, and is, indeed, our only guide at least until the mind is capable of grasping the ultimate facts which lie behind it.

The remembrance that punishments are an example to others will sometimes make us modify the punishment we inflict, often in the direction of greater severity. A light penalty would suffice in the case of certain individuals, but many would treat with reckless indifference what for one offender only would be quite enough. We have, therefore, to keep an eye on all, and, by stretching the punishment, ensure its effectiveness. Nor is this unjust, for, in the long run, it saves everybody. But I would repeat that, once secure in our position, when all know well that we do not lightly forgive, even those punishments I have called severer we shall in reality take care to make slight. We can afford to be gentle when our gentleness is known to be the gentleness of strength. Often, too, the exemplary nature of punishment is heightened by association with a touch of humour. I have before now, if a boy has made a litter, told him that he has got to play the part of a housemaid, and, sending him to fetch a dust-pan and brush, have made him restore the room to tidiness. The boy feels a fool, but is also amused; the others laugh, and the lesson remains. After all human nature is needed in punishment, perhaps more than in any other branch of our work. When they know that they are dealing with one as human as themselves children soon lose their fear and inclinations to rebel.

One important principle must be set forth plainly—we must never be vindictive. Easier said than done, you will say, and I grant it. But to punish in hot blood is to throw away half our influence and all the real good of the punishment. Boys, at least—I do not know if the same is true of girls; though, from stories I have heard, I think they are not far behind their brothers—will have their revenge at last. There is nothing they lay themselves out for so much as "drawing"—once more I use their own slang—a master whom they know to be irritable, and that simply for the delight of annoying and watching him. It is part of their love of experimentation and cruelty. Rather than lose this pleasure they are willing to undergo any suffering you please. I have seen this with boys in our own country. I have seen it, too, in the much-vaunted land of education—Germany. Quietness and self-control are of the essence of good punishment. The memorable story of the Greek philosopher

standing with his arm arrested in mid-air when about to chastise a slave, because he felt he was acting in passion, is a story which every teacher should have always in his mind; it is one of the great moral lessons of the world. The head master of one of the English public schools once gave me some advice I have not forgotten. "Do not punish," he said, "at once. Tell the boy you are going to punish him, and call him in quietly after school; then do what you think fit. The mystery attached to this course will strengthen the influence, and you will be able to get hold of the boy's nature more effectually. Above all, it will show that your action is not in anger." I have seen this advice extended, with the more serious penalties, to hearing and considering the case on one day and inflicting the penalty, if any, the next. The principle is a good one, if not always easy to carry out. But, whatever may be our line of action, remember we must that we are sitting as judges; and, difficult though it be to combine with strict fairness the *roles* of the prosecution, the judge, and the executioner, we have to try. If we are regarded as fair when we are judging, the fact that in the anomalous conditions of school life we have to play the other parts also will not tell too heavily against us. Sometimes, however, when we are personally aggrieved, and are conscious, perhaps, of a bias against the offender, it is well to hand over to some one else the actual infliction of the penalty. We at least do not have to play the executioner, and we emphasize our desire to be strictly just.

In Count Tolstoi's narrative about his village school, to which I have already referred, there is a striking passage directed against the use of the sense of shame. I suppose every teacher would admit that grave dangers attend an appeal to this motive. It is certainly possible, as Tolstoi's instance shows, to so work upon the sense of shame as to produce a dogged determination not to yield—a callousness, real or assumed, to the opinions of others, than which nothing could be worse for the moral well-being of the offender. Locke tells a tale of a child being kept in order simply by a threat to take off her shoes. The story shows how easily a young child at least may be trained to self-control by artificial means. One lady I know used to keep her charges in order by saying: "If you do so, woe betide you!" This terrible threat, the meaning of which seemed to them beyond measure awful, seldom failed of its effect. It suggests the great value of mystery in punishment. Nothing is so appalling as the unknown, and this is one reason why it is unwise to have a fixed scale of punishments for definite offences.

But, whatever our punishments, the chief aim should be to make the offender feel that all punishment is disgraceful, and that, therefore, the chief motive for trying to avoid it should be the sense that it brings of degradation to ourselves. This result is not always quite easy to attain, but it should not be forgotten: it appeals to the sense of shame in not an undue way, and helps to strengthen the moral and social effect of punishment. The wrong use of shame is seen in making a child a butt for the laughter of his fellows, and in continuing its use so long as to render him insensitive and callous. Gentle ridicule is often effective, but it must never be bitter, and, above all, it must not lead the child to think that he has fallen so far as to have sunk hopelessly below the normal level of morality prevalent in his sphere; all punishment must be tinged with hope.

One excellent way of utilizing the feeling of shame, or rather its opposite, a just pride, is a device I have known adopted in more than one girls' school—among boys I have never heard of it in exactly this form—a silver or a golden list is posted on the board with the names of all the girls in the form enrolled; then the name is crossed off of any girl who has fallen below standard to any marked extent. At the end of the week those names which remain are read out in public before the school. By this means legitimate pride is fostered and a stimulus applied to the more unworthy. It is true that at bottom this appeal is to shame; but the effect is disguised, and rarely could it lead to callousness or despair.

There remains another important question: how far is it good to keep a record of punishments? No one, I fancy, would hold that this should be done for every trifling offence, though even here such a record is of use for reports; but there is much to be said for permanent records in the case of misdeeds of a serious kind. With large numbers it is otherwise almost impossible to be clear about the character of each boy or girl. Such a record I have found useful in both directions,

for, when the offender knows that his offence is being entered for future reference, should need arise, it tends to increase his watchfulness over his conduct; indeed I have known many cases where the mere entry of the record has been sufficient to keep a boy on the right path altogether. On the other hand, the absence of any such entry may constitute a claim for lenient treatment on the occurrence of either a first offence or an offence renewed after a long interval. There is a sense of justice in such a proceeding which appeals keenly to a boy's mind; he feels that we are trying to weigh him fairly, and this is an important thing. If we wish to secure good results from our punishment, we must see that we carry the children with us. Sometimes for this purpose we have to explain our reasons; but, as a rule, not. Boys have a sense of what is fair and not fair; and, though perhaps in some directions this sense is artificial and artificially created, still they accept the conditions of school life as they are, and are content if we can show that we fall in with those conditions, whether the punishment be natural and ideal or not.

To sum up, then, I would say that punishment is an evil, but in schools, as in life at present, inevitable. Nothing, however, must allow us to forget that evil it is and evil must remain; but, if only we bear this constantly in mind, we may do much to lessen its evil effects. And one chief way of lessening these effects is to explain quite clearly, when needful, the grounds of our action. We must not assume, as is often done, that the grounds are always seen of themselves. We must try, as far as possible, to carry with us the sense of justice possessed by the boys; so we win great support. Anger should not be an element in punishing, save in those rare cases where righteous indignation is a proper result of the breach of the moral law. Punish, I would say, as little as may be and as lightly as you can; of two alternatives choose the less severe, if you can hope on reasonable security that the end you have before you will be attained. Frank forgiveness is occasionally the most effective means of all. In every case we must show that our aim is the good, not of ourselves, but of the sufferer; and this can best be done by always acting calmly and in a judicial frame of mind, bringing out, as far as possible, the pain caused to us as well as to others by the offence. We must appeal to the boy's higher self, even under circumstances of extreme provocation; and, above all, must show that we are actuated by that high motive which a child feels so readily and so readily responds to, even when other motives fail—a sense of sympathetic affection and desire to help forward in the least offensive way the weakness of erring imperfect human nature.

F. H. MATTHEWS.

CALENDAR FOR JUNE.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—Guildhall School of Music. Send in forms for July Exam.
- 1.—Royal University of Ireland. Send forms for Engineering Exams.
- 1.—London University Intermediate and B.Sc. and Preliminary Scientific (M.B.) Exam. Return forms.
- 2.—Rugby School. Scholarship Exam.
- 2.—Birmingham University Matriculation Exam. begins.
- 2.—London University M.A. Exam. begins.
- 2.—Society of Arts Music Exam. Return forms.
- 2.—University of Wales Matriculation Exam. Return forms.
- 2-4.—Institute of Chartered Accountants Preliminary Exam.
- 3.—National Froebel Union Elementary Certificate Exam. Return forms.
- 3.—London University Intermediate Medicine Exam. Return forms.
- 4-6.—Marlborough College. Entrance Scholarship Exam.
- 5.—Oxford Exams. for Women. Second Public Exam. for Honours begins.
- 6.—University College, London. Foundation Day.
- 7-9.—Herts County Council Intermediate Scholarship Exam.
- 8.—Royal University of Ireland First Exam.
- 9.—London University Matriculation Exam.
- 9-10.—Institute of Chartered Accountants Intermediate Exam.
- 10.—College of Preceptors Diploma Exam. Return forms.
- 10.—Return Form 400 for Whitworth Scholarships; also return form for Free Admissions for Science Teachers, Royal College of Science, Science and Art Department, South Kensington.
- 10.—Victoria University, Manchester, Preliminary and Honours Exams. in Arts, Science, and Law begin.

- 10.—St. David's College, Lampeter. Responsions.
- 11.—College of Preceptors. Evening Meeting.
- 11.—Sheffield University College Scholarship Exam. Return forms.
- 12.—University College, London. Clothworkers' Company's Exhibitions in Chemistry and Physics. Last day for notice of intention to compete.
- 12.—Irish Intermediate Board Exams. begin.
- 12.—College of Preceptors Pupils' Certificate and Lower Forms Exams. Return forms.
- 14.—College of Preceptors. Council Meeting.
- 14.—University College, London. Last day for notice of intention to compete for the Hollier Scholarships (Greek and Hebrew). Last day for notice of intention to compete for the Tuffnell Scholarship (Chemistry).
- 14.—Oxford Exams. for Women. First Public Exam. Scripture.
- 15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
- 15.—Pharmaceutical Society's Exam. Return forms.
- 16-18.—Law Society's Intermediate and Final Exams.
- 16-19.—Sheffield University College Scholarship Exam.
- 16-21.—Cambridge University Higher Local Exam.
- 17-19.—Dublin University (Trinity College) Entrance Exam.
- 17-19.—Institute of Chartered Accountants Final Exam.
- 18.—Oxford Exams. for Women. Responsions. Return forms.
- 19-20.—Becford College, London, Scholarship Exam. (Term ends 20th.)
- 19-21.—Nottingham University College. Open Scholarships Exam.
- 20.—Oxford Exams. for Women. First Public Exam. Honours, Mathematics.
- 20.—Society of Arts Practice of Music Exam. begins.
- 22.—Post School News, items for this Calendar, &c., and Advertisements for the July issue of *The Journal of Education*.
- 23.—University of Wales Matriculation Exam. begins.
- 23-24.—Cambridge Teachers' Training Syndicate Exams.
- 24.—Aberdeen Local and Highe. Certificate for Women Exams. begin.
- 24.—Cambridge Easter Term ends.
- 25.—College of Preceptors Pupils' Certificate Exam. begins.
- 25.—Bedford College, London, Scholarship Exams.
- 25-26.—Herts County Council Major Scholarship Exam.
- 27.—Bristol University College Entrance Scholarship Exam.
- 27.—Royal College of Science, South Kensington. Student Teachers to send in Form 1,019 for Free Admission.
- 28 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the July issue of *The Journal of Education*.
- 29.—Royal University of Ireland Engineering Exams.

The July issue of *The Journal of Education* will be published on July 3rd, 1902.

HOLIDAY COURSES.

- ABERDEEN (University of).—July, August, and September. Special Courses in French and German for Teachers. Apply to Lecturers in Modern Languages, Marischal College, Aberdeen.
- ABERYSTWYTH.—During August. Sloyd. Under direction of Miss Andrén. Address—31 Bleenheim Road, Bradford, Yorks, or apply to Mr. Cooke (see under Naäs).
- AMBLESIDE.—During August. Sloyd. Under direction of Mr. J. Vaughan. Apply to Mr. J. Cooke (see under Naäs).
- ÁVILA (Spain).—August 4-25. Spanish. Apply to the Director of Technical Instruction, County Technical Offices, Stafford.
- CAEN.—July 1-30, August 1-30. French. "Alliance Française" Courses. Apply to Mr. Walter Robins, B.Sc., 9 Northbrook Road, Lee, S.E.
- CAMBRIDGE.—University Extension Summer Meeting, August 1-10, August 14-26. History, Literature, Science, Economics, Music and Fine Arts, Education, Theology. Programme, 7d. post free, from K. D. Roberts, M.A., Syndicate Buildings, Cambridge.
- DOVER.—June, July, August, September. Short Courses in the Oxford Shorthand and Phonetics, by Percy Kingsford. Apply —Excelsior, Dover.
- GENEVA.—July 16-August 28. French. Apply to Monsieur Charles Seitz, à l'Université, Geneva.
- GREIFSWALD.—July 14-August 4. German. Apply to Prof. Dr. Siebs, Ferienkurse, Greifswald.
- GRENOBLE.—July 1-October 31. French. Apply to Monsieur Marcel Reymond, 4 Place de la Constitution, Grenoble.
- JENA.—August 4-24. German. Apply to Frau Dr. Schnetger, Gartenstrasse 2, Jena.
- KIEL.—July 6-26. German. Apply to Herr Nissen, Holtenauerstrasse 38, Kiel.
- LAUSANNE.—July 22-August 30. French. Apply to Monsieur J. Bonnard, Avenue Davel 4, Lausanne.
- LEIPZIG.—July, August, and September. Sloyd. Apply to Dr. Pabst, 19 Scharnhorst Strasse, Leipzig, or to Mr. Cooke (see under Naäs).

- HONFLEUR.—August 1-22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, London.
- MARBURG.—July 7-27. Modern Languages. (Second Course, August 4-24.) Apply to W. G. Lipscomb, Esq., County High School, Isleworth.
- NÄÄS.—June 11-July 23, July 30-September 9, November 5-December 16. Sloyd. [The courses at Nääs, Leipzig, Aberystwyth, Ambleside, and Penarth have been arranged by the Sloyd Association.] Apply to Mr. John Cooke, 131 Percy Road, Shepherd's Bush, W.
- NANCY.—All the year round, holidays included. French. Apply to Monsieur Laurent, rue Jeanne d'Arc 30, Nancy.
- NEUCHÂTEL.—July 15-August 10. (Second Course, August 12-September 7.) French. Apply to Monsieur P. Dessoulavy, Académie de Neuchâtel.
- OXFORD.—July 2-August 28. English Language and Literature for Women Students. Apply to Mrs. Burch, 20 Museum Road, Oxford.
- PARIS.—July 1-31. French. (Second Course, August 1-31.) Apply to Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle 45, Paris.
- PARIS.—Christmas and Easter Holidays. French. Apply to W. G. Lipscomb, Esq., County High School, Isleworth.
- PENARTH.—During August. Sloyd. Under direction of Glamorgan-shire County Council. Apply to Mr. W. Hogg, Technical Instruction Committee, Glamorgan, or to Mr. Cooke (see under Nääs).
- SANTANDER (North Coast of Spain).—August 5-25. Spanish. Apply to General Secretary, Teachers' Guild, 74 Gower Street, W.C.
- TOURS.—August 1-22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, W.C.
- VILLERVILLE-SUR-MER, TROUVILLE.—August 5-26. French, preparation for exams., "Alliance Française." Apply to Prof. L. Bascan, rue Caponière 49, Caen.

Programmes of most of these courses can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, S.W., where a Table of Foreign Modern Language Holiday Courses, prepared by the Special Inquiries Branch of the Board of Education, can be obtained.

Information as to lodgings for students at Honfleur, Tours, and Santander (Teachers' Guild Courses) will be found in the Handbook, 6½d., post free, from the Teachers' Guild, 74 Gower Street, London, W.C.

A list of addresses in several other Holiday Course centres will be found in "Holiday Resorts," 1s. 1d., post free from same address.

The advertisement columns of *The Journal of Education* ("Continental Schools and Pensions") may also be consulted with advantage.

JOTTINGS.

THE Oxford School of Geography has arranged for a Long Vacation Course, from July 29 to August 19. The course is intended primarily for teachers, and the whole of Wednesdays will be devoted to surveying and drawing sketch-maps in the field. The fee for the whole course is £2. 2s.

MR. JOHN MURRAY has appointed Mr. F. A. Martin to represent him in visiting the great public and secondary schools. Mr. Martin is well known in scholastic circles, having for several years past represented Messrs. George Gill & Sons, Limited.

MR. GRAHAM BALFOUR, M.A. of Oxford, has been appointed to the position of Director of Technical Instruction rendered vacant by the appointment of Mr. T. Turner, B.Sc., A.R.S.M., to the Professorship of Metallurgy in the University of Birmingham. Mr. Balfour enters upon the duties of his office on June 1. He has travelled widely, having been twice round the world, and has a wide educational and literary experience, having acted as Assistant Secretary to the Oxford Local Examinations Delegacy for some years, and has also taken a keen interest in matters affecting the education of women. Mr. Balfour was called to the Bar, Inner Temple, in 1885. He is the author of the standard work on the "Educational Systems of Great Britain and Ireland," and is also known as the writer of the biography of his relative Robert Louis Stevenson. It has been decided by the University of Birmingham that Prof. Turner shall leave for America early in June, in order to visit some of the most important colleges in Canada and the United States, before the designs for the new University buildings are finally adopted.

THE annual exhibition of work executed in the Board schools of London will be held at the Examination Hall, Victoria Embankment, W.C. (adjoining Waterloo Bridge) on Wednesday, June 18, 1902, and the three following days. The exhibition will be opened by Lord Reay,

Chairman of the Board, at 3 o'clock p.m. It will include specimens of drawing, colour work, modelling, wood-work, wood-carving, metal-work, needlework, infants' work, cookery, laundry-work, housewifery from the day and evening schools, work from the schools for the blind, deaf, and special instruction, and work from the truant and industrial schools. There will also be included scientific apparatus which has been constructed by the teachers and pupils. The exhibition this year should prove of particular interest, and it is hoped, inasmuch as admission to it will be free, that the people of London will take this opportunity of seeing the really marvellous results obtained.

COMMERCIAL EXAMINATIONS.—The number of candidates who entered for the recent examinations of the Society of Arts was 16,344. The actual number of papers worked was 14,776—an increase on last year of 649. The examinations were held at 302 centres, in the week ending April 19. There are two grades, Preliminary and General. In both grades the most popular subject was bookkeeping, for which there were in Grade I. (Preliminary) 1,507 candidates, and in Grade II., 3,800. Shorthand comes next with 1,454 and 3,101. Of the other subjects there were, in Grade II., 795 candidates for typewriting, 544 in French, 270 in German, 222 in arithmetic, and 170 in Spanish. The numbers entering for the other commercial subjects were comparatively small. In Grade I. there were 471 in typewriting, 607 in French, 190 in German, and 276 in arithmetic.

"I AM commanded to say that the approaching meeting, and any practical steps resulting from it, has His Majesty's warmest sympathy, and that he trusts the movement may lead to such an increase to the permanent annual income of the fund as will for ever testify," &c. This extract from a letter, dated from Buckingham Palace, which appeared last month in all the papers, seems to show that royal secretaries are as much to seek in English grammar as Cabinet Ministers who write King's speeches.

MESSRS. GILL & SONS have determined the agreement with their late representative Mr. F. A. Martin, and, in future, Messrs. Slater, Knott, and Bartlett will respectively represent them in London and home counties, North of England, and the Midlands, &c.

THE Board of Education have, in order to meet the convenience of the training colleges, given directions that the King's Scholarship Examination for 1902 shall begin on Tuesday, December 16 next, instead of on Tuesday, December 9.

JOHN BELLOWES, Quaker, printer, and philanthropist, died at Gloucester on May 5 in his seventy-second year. His French Dictionary, a marvel of typography, has endeared his memory to a whole generation of tourists.

THE London School Board has made further provision for physically afflicted children by establishing six scholarships for blind and deaf children. The scholars will be trained in suitable branches of work whereby they can earn their living.

WOULD-BE students at the University of Paris can now see at the Board of Education Library the programme of University lectures for the year beginning in November next.

IN answer to a petition preferred by the National Union of Teachers, the King has intimated his desire that in honour of the Coronation a week's holiday should be granted to schools during the summer. The big boarding schools will probably add on a week to the summer holidays, which are already too long in the opinion of many parents. Day schools will no doubt give a week's holiday at the time of the festivities; though whether the week should be from Monday to Saturday or from Wednesday to Tuesday is still an open question.

IN the Regulations for Secondary Day Schools, just issued by the Board of Education, it is explained that the term excludes evening schools, but not boarding schools.

A NEWSPAPER estimates that between the ages of ten and nineteen an English schoolboy works for 16,500 hours and plays games for 4,500. In Germany the hours are said to be 20,000 and 650.

IT has been decided that a petition shall be addressed to the King by the Finance Committee of the Liverpool City Council praying for a charter to establish a University in Liverpool.

THE enormous painting by Antonio Verrio which used to hang in the large hall of Christ's Hospital has been successfully removed to its new position in the Horsham buildings. The picture is ninety feet in length.

DR. R. D. ROBERTS, of Cambridge, has been appointed Registrar of the Board of the London University to promote the Extension of University Teaching.

THE N.U.T. has appointed Mr. Sharples and the Teachers' Guild Mr. Storr upon the Registration Council. Mr. Pollard represents the Head Masters' Conference, and Dr. R. P. Scott the Incorporated Association of Head Masters.

THE University of Yale has conferred the degree of L.L.D. on Lord Kelvin.

PRESIDENT BUTLER, of Columbia University, has drawn up a programme for Mr. Alfred Mosely's Educational Commission; but the date of starting will not be fixed until the question of an autumn Session of Parliament is decided. If there is no autumn Session, the Commission will probably start in September.

WHEN the *Pall Mall Gazette* gets upon the subject of primary education we do not expect argument: "From free pianos and Cinderella dances the London School Board has now gone a step further, and has decided to supply free rocking-horses to the children of this metropolis." And again: "The unlucky small ratepayer who cannot afford expensive toys for his children may well wonder what next." If the small ratepayer cannot afford his own rocking-horse, he pays his share for one which is used by hundreds of children. This is sound economics, and on a par with free libraries.

THE same paper trots out the following story to show how unsatisfactory is the education given at a Board school: "Coroner, to girl of fourteen: Do you know the nature of an oath?—Yes, sir; it's a lie." A parent came the other day—this is a fact—to complain that her child was not getting on. The teacher looked up the register, and found that the child had made twenty-one attendances out of the sixty possible since it entered the school. We will leave the *Schoolmaster* to ram home the moral.

THE Glasgow and West of Scotland Joint Committee on Secondary Education, in an open letter to Sir Henry Craik, proffer what seems to us a very reasonable request regarding the Leaving Certificate. They point out that while, by the new regulations, subjects are grouped so as to meet the case both of the classical and the science pupils, no similar arrangement is made for the modern language pupil. If the candidate chooses French and German as two of his subjects, he must take either Latin or science as a third. They therefore suggest as a modern language group, "English, mathematics, French, and one other subject." It will hardly be disputed that this curriculum may constitute a liberal education, and that it would be a great loss, if, as the Joint Committee fear, German should disappear as a school subject.

AN Exhibition and Conference on Science Teaching and Nature Study will be held at the Hartley College, Southampton, on the 14th. Intending exhibitors, whether schools or publishers, should communicate at once with the Secretary of Hartley College.

BRITISH CHILD STUDY ASSOCIATION.—On Tuesday, June 24, a conference will be held at Normansfield, Hampton Wick, at 3 p.m. A garden party will follow. Members of any branch will be cordially welcomed. Tickets can be obtained by sending a stamped addressed envelope to Miss K. Stevens, Carlisle House, Dartmouth Park Hill, N.W.

CORRESPONDENCE.

ORAL TESTS IN EXAMINATIONS FOR CERTIFICATES IN MODERN LANGUAGES.

To the Editor of *The Journal of Education*.

SIR,—Dr. Findlay, in the May number of *The Journal of Education*, suggests that the comparison of different experiments should be of great assistance to examining bodies and others in attempting to solve the difficulties confronting them in their endeavours to carry out a system of oral examination.

During the twenty-two years of the existence of the London International College at Isleworth, from 1867 to 1889 (when it was sold to the Borough Road Training College), the experiment was made of teaching French and German as living languages to every boy, together with practical chemistry and physics. The difficulty very early presented itself of having no outside test of the oral work done, and during the first few

years of my tenure of the head mastership I inspected the upper forms myself. Later, however, on applying to the Secretary of the Oxford and Cambridge Joint Board for some practical test of our oral teaching, in addition to the written certificate papers, French and German examiners were sent down, who each took the different forms for about an hour. I gathered from them, and my own experience bore this out, that it would be extremely difficult to do more than give a general idea of the work done, and that for the purpose of placing the pupils in order of merit it would be necessary principally to rely upon the written examination.

I may mention that, while employing the reading-book as the basis of all practical teaching, and utilizing it for *vis à voce* practice in phrases and exercises in syntax and idioms, it was also found advisable to have a list of stock phrases, which every boy was expected to know, illustrating the use of the commonest French idioms, especially those in which errors most commonly occurred, such as the use of the article in place of the English possessive pronouns, the French method of asking questions, the different renderings of "whose," the relative positions of the personal pronouns as direct and indirect objects, the position of the adverb in French, &c. Plenty of drill, too, was given in the more common irregular verbs, which (including the auxiliary verbs) will be found to occur on every page of even the most elementary reading-book far more often than the regular verbs.

Of late years the Joint Board has offered to send down examiners to any school desiring to have its oral work tested, and now the Cambridge Syndicate has made the same offer in the case of Senior candidates attending their examinations.

It would be interesting to know how many schools care to avail themselves of these offers, but I fear the day is far distant when a large proportion of schools will feel themselves in a position to do so, in spite of the admirable series of text-books now being published which give every assistance to those who desire to carry out a more practical method of teaching modern languages. If I am right in my surmise, the cause appears to me to lie in the absence of a sufficient number of qualified teachers, and the dearth of such teachers must continue to exist until sufficient inducements are offered for them to qualify themselves, such as already exist for the most part in the case of teachers of practical science.

The many holiday courses now held in France and Germany are doing much towards increasing the number of qualified teachers, but one can hardly expect that they should bear the expense of such courses without any pecuniary assistance from the school or other authorities. In connexion with this question, I notice that the Franco-Scottish Society has just awarded three travelling bursaries of £30 each. Is there no similar body in England to do something of the same kind?

So long as the teaching of modern languages is left in the hands of the form-masters, many of whom would be only too ready to admit that they have no practical qualification for teaching them as living languages, so long will the teaching be more or less inefficient. I can testify, however, both from the experience of inspecting schools officially and also privately, that very good work, within certain limits, can be accomplished where properly qualified teachers are employed. Beyond those limits it would appear absolutely necessary that pupils should have the opportunity of continuous practice in speaking in a foreign country, either during their vacations or at the end of their English school course.

That much remains to be done before schools are in a position to apply generally to be examined orally is evidenced by the reports of the examiners in French in the Oxford and Cambridge Local Examinations for 1901. The Oxford examiners' report of the Senior candidates that "with few exceptions the work in French composition was very unsatisfactory. The most striking feature was the gross carelessness of nearly all candidates. Such mistakes as a masculine singular noun qualified by adjectives in the feminine plural occurred repeatedly." The report on the Juniors states: "Many candidates were unable to translate such idioms as 'there was,' 'there was not.' The Cambridge examiners report of the Seniors: "The short sentences for translation into French gave rise to many bad mistakes, but there were some extremely good pieces of work"; and in speaking of the composition the report adds: "Most of the candidates had a fairly extensive vocabulary at their command, but in numerous cases there was a failure to observe some of

the most elementary rules of French syntax." The report on the Juniors says: "The composition generally was very weak, and the renderings of the detached sentences set for translation from English into French were equally unsatisfactory. In some exceptional cases, however, the composition was excellent."

The results of examining officially several thousand papers during the past twelve months fully bear out the statements of both reports, and, for further confirmation, one has but to read the papers on "Common Examination Errors in French" in the March and April numbers of the *School World* for 1901, by Mr. Cloudesley Brereton.—Yours, &c.

H. R. LADELL.

"LATIN VERSE."

To the Editor of The Journal of Education.

SIR,—I am a little surprised that no one has attempted to answer the challenge which I gave in my letter on Latin verse, which you printed in February. I asked if any one could name anything now done at school which equally cultivated the constructive faculties and also had a humanizing educative influence. In asking this I raised a much broader question than that of Latin verse, for the present cultivation of the receptive faculties at the expense of the constructive is a very serious matter indeed. The whole tendency of our present examination system is not to teach boys to think, but to reproduce results which have been thought out by others.

There is another point of view which I did not bring forward in that letter, but which appears to me to be also worthy of consideration. There is no doubt that the public opinion of schools does not pay nearly so much honour as it used to pay to intellectual success. It will, of course, be said that this is due to the worship of athletics. There is a grain of truth in this answer, but *only* a grain. All boys at school used to go through the same curriculum. Credit constantly was attached to those who did eminently well in what all tried to do, and could therefore to some extent appreciate. This was particularly the case with Latin verse, because to give a really happy rendering of an English poem in the strictly conditioned metres of the inflected languages implied the possession of powers which a mass of boys felt to be superior to their own, and which were more attractive to the imagination and to the perceptions of beauty and art than the parallel powers implied in the solution of mathematical problems or investigations in the laboratories. But now there is nothing of the kind. Not only cannot a modern boy be expected to admire the performances of the classical, or the classical of the modern; but these performances are not now usually of a kind to attract the sympathies of boys.

It is unfortunate, but it is true, that excellence in some departments of athletics has usurped the place in boys' admiration which excellence in verse composition did certainly at one time hold, though not, perhaps, to the same extent. For not only is there a wholesome and natural admiration for such courage and endurance and such triumphs of perseverance as are shown in many branches of athletics, but there is also in some of them an opportunity for the training and manifestation of those qualities of reasoning and initiative which have far too little place in our modern school work.

In football the number and the speed of the brain processes which have to be gone through when a player has to decide in an instant of time which of five or six different modes of action he will adopt constitute a brain education of no mean order. And I am to some extent consoled for the extent to which the constructive powers of the mind are falling into abeyance in the schoolroom by the extent to which they have become developed in the playground. But it would be, to my mind, a step in the right direction if all questions about languages and literature disappeared from examination papers. Mastery of any language, whether ancient or modern, can be adequately tested by translation into it and from it, with, of course, the exception that, when a language is learned for utilitarian purposes, a large amount of credit should be given for conversational proficiency.

There should also be a clean sweep made of all book-work questions in mathematics, and of all cram questions in science papers. We should try to test not what a boy has learnt, but what he can do; not how he can reproduce the thoughts of others, but how he can think for himself. So long as we subsidize information, and do little or nothing to encourage

initiative and intelligence, it is vain to protest against the unreasoning spirit and the constant slavery to rule and regulation of which I fear that our military administration, though a notorious, is not a solitary instance.

More than thirty years ago the late Rector of Lincoln wrote as follows:—

We are underrating and letting slip that one feature in our grammar-school system which the German theoretical *Pädagogik* has stamped with its approval, and which practical schoolmen in Germany would wish to naturalize at home. We are slowly imbibing from the example of German Universities a habit of scientific examination of the material contents of classical literature. Are we not, in the process, in danger of throwing away a discipline of which the German schools envy us the possession?—(Pattison's "Suggestions on Academical Organization," page 284.)

His warning has been unheeded, to the great injury of education.—I am, yours &c.,

North Esk Lodge, Musselburgh,

H. H. ALMOND.

May 14, 1902.

STATISTICS OF SCHOOLS OF SCIENCE.

To the Editor of The Journal of Education.

SIR,—Mr. Dyche's courage is admirable, but he surely ought to recognize that he is fairly beaten. Let us briefly review the acts of the little drama.

1. The higher-grade masters protest vehemently against the proposal to convert their schools into higher elementary schools, alleging that thousands of the clever children of the working classes will be "thrown on the streets" as soon as they reach fifteen years of age.

2. The Board of Education therefore collects *the facts* relating to these pupils over fifteen, and finds that the immense majority of them are not "clever" at all, but backward! And, since "the working man" does not, as a rule, permit his children, if idle or backward, to remain at school beyond fifteen, the public concludes that these pupils who are to be turned on the streets (and quite time too!) are the children of the lower middle class, shopkeepers and others, who fancy themselves a step above the working class, and have sent their children to higher-grade schools as a finishing school of superior social grade to the elementary school. Thus the huge higher-grade schools are exposed as a kind of dumping ground for dull children whose parents can afford to keep them at school over fifteen. These have been leavened with a few—a precious few—clever boys and girls whose praises have been sung all over Great Britain when they have won a scholarship or a place in the London Matriculation.

3. The higher-grade masters admit the accuracy of their figures, but have replied: "We may be bad, but the grammar schools are worse! Why does Government not publish similar statistics of schools of science attached to grammar schools?" (See the presidential address of Mr. Cox to the higher-grade masters last November.) Whereupon Government *does* collect statistics of grammar schools also, and here they are. The result ought surely to convince any one who understands figures that the higher-grade schools have had their day. The genuine secondary schools have poor buildings, have had no rates to keep them and no powerful public support, their staffs have been reproached as being inefficient and "untrained"; their science departments have been only lately organized: and yet they show nearly twice as great a percentage in the fourth year, *combined with a considerably lower age!* Further, it must be remembered that, while the higher-grade schools of science include every capable boy in the school, the secondary school is only a section of a school, and is bound to exclude a number of boys from the advanced course, because they desire to specialize in languages or mathematics. Let your readers, instead of being content with Mr. Dyche's views, spend 2d. in purchasing a copy of the Return; let them compare the figures for any two rival schools, in Oldham, Birmingham, Leeds, Leicester, London, Huddersfield, Stockton, or Wolverhampton (Bradford is the only exception to the rule). These large schools come out of the ordeal far better than the small country schools. If the returns from *large* schools (higher grade and grammar respectively) are taken alone, the grammar schools show the up to most conspicuous advantage. Everywhere the true secondary school shows a higher ratio of pupils doing more advanced work at a younger age, or, conversely, a lower proportion of stupid, aged pupils. The Govern-

ment has, in fact, produced a startlingly efficient criterion of efficiency. Your readers may, if they will take the trouble, prepare a curve of efficiency as I have done. (I should be glad to publish it if you can find room.) Taking the ratio of equality between "under fifteen" and "in elementary course" as the normal condition of things which should prevail in a decently good school, we find nearly all the Board schools of science at the bottom end of the curve, while the grammar and technical schools run ahead beyond it. Thus Leeds Central and Cardiff are down in the depths, while Wyggeston, Leicester, and Carlisle soar away to the maximum of efficiency. Never was there a more convincing exposure of inefficiency—never a more eloquent testimony to the quiet unostentatious progress which the secondary schools have made during the last ten years. I agree with you, Sir, that the higher-grade masters are not to blame for this; they have done their best under most impossible conditions; but Mr. Dyche cannot explain away statistics. These are based upon an absolutely fair comparison, produced at the challenge of his own friends, on work inspected by men of experience who, whatever their faults, are certainly not biassed in favour of grammar schools.

The only possible conclusion is that this ignoble contest between rival Authorities and rival schools must be ended by a firm decision from the Board of Education. Being only a head master of one of these incompetent secondary schools (not sufficiently worthy even to become a school of science), it will suffice if I subscribe myself,—Yours, A HEAD MASTER.

May 15, 1902.

SCIENCE TEACHING IN SECONDARY SCHOOLS.

To the Editor of the Journal of Education.

SIR,—The following passage occurs in the "Report of the Examiners" with reference to the Board of Education Chemistry Examination, 1901 :—

It is difficult to avoid the conclusion that the teachers of these day classes are, in many cases, not sufficiently qualified to teach chemistry at all; they are not able to train their pupils to observe for themselves, and they evidently cannot impart in a satisfactory manner even the most elementary fundamental principles of science.

This is a strong indictment. Is it an accurate statement of fact? Possibly it is.

The following extracts are also from Blue Books issued by the Board of Education. For purposes of reference the full title is given: "Report of Board of Education 1900-1, Vol. II." Inspectors' reports: (a) page 259:

While dealing with secondary schools there are two matters which call frequently for amendment. I refer to the general understaffing and the inadequate salaries paid to assistant masters. . . . It is by no means uncommon to find teachers who, after being occupied the whole of the day, are compelled to teach three, or even five, nights a week in addition, in order to obtain a sufficient competence. Such a state of things must be opposed to the best interests of education, and cannot in the long run be true economy.

(b) Page 287:

The principal of a large technical school receives, as a rule, a smaller salary than the head master of a small grammar school, and the responsible heads of departments less than a foreman in a small works. . . . If highly qualified teachers are to be obtained, better salaries will have to be paid.

(c) Page 289:

It seems quite impossible at present to expect men of high attainments to offer themselves as teachers in many of the secondary schools. In a very important secondary school, containing 350 scholars, the following salaries are paid to assistant teachers:—men: £200, £130, £110, £110, £110, £110; women: £95, £95, £85, £85.

This is by no means the worst case I have come across. One cannot too strongly urge that, unless much better salaries are paid, the work will not be done in as efficient a manner as it should be.

(d) Page 290:

In some cases the head master himself gets a bare livelihood out of the schools, and nearly everywhere the assistant teachers are underpaid.

These are the opinions of men who know more about school life than anybody else. It does not require much imagination to see that the passages (a), (b), (c), (d) are intimately connected with the quotation from the Examiners' Report. The average salary of an assistant master in an English secondary school is £104 per annum. Can the examiners expect—does the nation expect—to obtain teachers qualified to teach chemistry or any-

thing else for such a pittance? Teachers receiving such salaries are obliged to remain celibates or to live in a condition of squalor and absolute poverty, cruelly calculated to kill all mental development. Moreover, holidays—holidays without a cent to spend—are a curse to such men; yet proper holidays are necessary for efficiency.

Advertisements such as the following are by no means uncommon:—(1) "Wanted, a care-taker for the X. Y. Z. School. Salary £2 a week." (2) "Wanted, a second master for the X. Y. Z. School. Salary £100 per annum."

Two remedies for this condition of affairs suggest themselves: (1) The formation of a regular trade union for teachers—the very idea is repugnant, but, nevertheless, almost absolutely necessary; (2) the refusal of the Board of Education to pay grants to schools which sweat their teachers. When reasonable salaries are paid to teachers, then more capable men will enter the profession. Till then things will remain much as they are, and no Education Bill will greatly improve the standard of work and tone of our schools; for, after all, the character of school work depends more on the teaching staff than on anything else.

It is sincerely to be hoped that influential men who know the actual conditions of school life will take up this practical question, and hammer away in season and out of season at the anomaly of expecting anything but inefficiency under present conditions.—Yours, &c., R.

THE COLLEGE OF PRECEPTORS AND THE EDUCATION BILL.

To the Editor of The Journal of Education.

SIR,—In "Second Thoughts on the Bill" in the May number of *The Journal of Education* it is remarked that there are sufficient grounds for stating that the College of Preceptors regards the Bill with favour. May I call this statement in question? I have certainly heard the Bill strongly condemned by leading members of the Council; others, no doubt, think that something may be made of it. But there is certainly nothing like a consensus of opinion in its favour. Personally, I thoroughly dislike it. It is not necessary to go through the arguments against it, so lucidly summed up by Mr. Bryce; I would only remind you that it bids fair to increase the baneful influence on our profession of religious tests, that extraordinary survival which it is impossible to describe in Parliamentary language. Mr. Chamberlain's position is difficult to explain except on the principle of Napoleon's Concordat with the Pope. This would be an excellent opportunity for an imitator of Alfred de Vigny's famous conversation between those two potentates to extemporize an imaginary interview between the Archbishop of Canterbury—"quantum mutatus ab illo!"—and the Colonial Secretary.—I am, Sir, your obedient servant, College of Preceptors, May 21, 1902. H. W. EVE.

CORRELATION OF SUBJECTS.

To the Editor of The Journal of Education.

SIR,—The correlation of the various subjects which make up a school time-table is an act of economy and common sense, and when one teacher is responsible for several subjects some degree of correlation between these subjects is practically inevitable, and may well be made as complete as possible. But when several teachers have each a subject under their charge it may be questioned whether the efforts they make to correlate their different subjects do not tend in the direction of reducing the educational efficiency of each teacher, as such a teacher is, as a rule, most effective when he is working freely at his own subject along his own lines.

Correlation is, after all, interesting rather to the philosopher who dreams of an underlying unity in the universe than to the teacher who aims chiefly at developing his pupils' intelligence by means of the study of the phenomena among which both live.

To the teacher, then, correlation plays the part of stevedore, or rather economizer of intellectual effort, or else helps by increasing the interest of school work to stimulate the thought and fix the attention of the pupil. But the intellectually gymnastic value of a subject of study does not depend upon its relation to other subjects, and the most effective teacher is he who can, by means of the subject he teaches, best develop his pupils' mental powers, and possibly the dissimilarity and separation of the various subjects increase their value as intellectual exercises. We do not correlate cricket and football, hockey and lawn tennis. The value of a complete change of occupation is not to be forgotten.—I remain, yours faithfully, FRANK J. ADKINS.

78 Gilda Brook Road, Eccles, May 20, 1902.

"CHILD-STUDY" AND THE STUDY OF CHILDREN.*To the Editor of The Journal of Education.*

DEAR SIR,—“The Mind of a Child” is not a good book; it is weakly put together, and the sentence you quote is perhaps the weakest in the book. I hope some day to re-write it, and for its faults I am much to blame. I wrote the book during ill-health, which is an immoral thing to do from all points of view. But I earnestly believe it has in it things worth saying, if they are said rightly, and not the least of these, in my opinion, is the objection to “child-study.”

“Child-study” (in inverted commas) and the study of children are two different things, and it is not fair of you to quote Darwin and Froebel as exponents of the former. To study children with the end in view of improving children's lives so that they may be at once happier creatures, and have it put into their power to become virtuous men and women, is a task worth all other tasks put together. To study physical development in infancy and childhood as a means of attaining greater knowledge of the laws of evolution is a legitimate use of childhood, and one that in no way directly affects the child as a child. Neither of these is the “child-study” that I decry. This last is, as I interpret it, an attempt to take the immortal part of a child—what I have in my book called his mind—and to put it under the scientific microscope. I consider this attempt to be an immense irreverence.

I cannot here go into the thesis which I have tried to work out in “The Mind of the Child,” that any study of childhood for scientific purposes alone, unless it is limited to physical development, is bound to be futile.—I am, faithfully yours,

ENNIS RICHMOND.

St. Edmund's Lodge, Hindhead, Surrey,

May 2, 1902.

TRAINING COLLEGES.*To the Editor of The Journal of Education.*

SIR,—All parties are agreed that an increase in the number of trained teachers is one of the most pressing of our educational needs. This increase can be brought about immediately and quite apart from the present Education Bill by an act of simple justice—the alteration of Article 127 of the Code (under revision till June), which regulates grants to day training colleges. Training colleges are of two kinds—residential and day; admission to either is gained by means of a King's Scholarship, won, as a rule, in a national competitive examination. If a King's Scholar spends three years in a residential training college, he costs the nation £150; if he becomes a member of a day training college for the same period, he costs the nation £105 only. Equality of financial treatment in educational matters is much under discussion at present, and the inequality revealed by the preceding figures calls for immediate redress. If day training college students were given an extra £15 a year, the number of King's Scholars able to afford a course of training would be considerably increased and the King's Scholarship would become less of a mockery than it is at present. Mr. Rhodes thought £300 a year a reasonable University scholarship. The Government imagines that £35 a year is quite enough.—Yours, &c.,

FRANK J. ADKINS.

78 Gilda Brook Road, Eccles, May 10, 1902.

CERTIFICATES FOR THE TEACHING OF FRENCH.*To the Editor of The Journal of Education.*

DEAR SIR,—I should be very grateful for information through the medium of *The Journal* as to the best course to adopt in order to obtain a diploma which will specially qualify for the teaching of French in England. Is there any examining body granting a certificate solely for French?—Yours sincerely,

A TEACHER.

May 22, 1902.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members “The Journal of Education”; but the “Journal” is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

“ANY fool can teach” was, or is, a generally accepted maxim: “trainers,” with aspirations after teaching diplomas, might be worse employed than in discovering the logical relationship of this maxim to Mr. Page's dictum in his letter to the *Times* of April 22, “the young man who enters it [i.e., the scholastic calling] thereby gives such practical proof of folly as to make it doubtful whether he is fit to instruct anybody.” The “trainer” might then justify or refute each text in a series of dilemmas based on information supplied by the A.M.A., such as follows. A most aristocratic body of governors is preparing to appoint a new head master, and informs candidates for the post that

(Continued on page 380.)

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£x will be "allowed for assistant masters, ordinary repairs, servant man, and scavenging." The servant man and the scavenger will doubtless get pensions, which will keep them respectable and respected to the end of their days; but let not the assistant master presume to rank himself with such useful members of the community as they. The A.M.A. did presume to present to County Governing Bodies in Wales a memorial in support of the Welsh Pension Scheme, and we must gratefully admit that in some instances our memorial received gracious or favourable consideration; but the Secretary of the Newport Governing Body informs us that the Body "was unable to accept the pension scheme of the Central Welsh Board, and further disapproved of the organization of such scheme for teachers in their intermediate schools."

Those teachers who have already given practical proof of their folly need not in despair resort to sleeping draughts or drinking whisky at one another's expense, as some darkly hint; let them read "Pastor Agnorum," or even contemplate the well directed activity of the Lancashire and Cheshire Branch during the recent Bury election. The successful candidate, Mr. Toulmin, assured a deputation from the Branch of his sympathy with our aspirations in respect to tenure, pensions, and salaries, and promised to do all in his power, if elected, to forward our interests; and the defeated candidate, Mr. H. L. W. Lawson, also promised to "support any fair and well considered measure likely to improve the status and prospects of secondary teachers." "I agree," he continued, "with Mr. Cripps in thinking that proper provision ought to be made for their declining years. An opportunity will doubtless occur for the introduction of some machinery for the purpose, in the course of the reorganization of secondary education, which is bound to come."

Further consolation may be derived from the indefatigable efforts of Mr. F. S. Stevenson in overcoming opposition to his motion in the House of Commons for a "Return showing the salaries, emoluments, and conditions of tenure, of masters in all schools under the Endowed Schools Acts in the several counties of England and Wales." His motion has been abandoned only on account of pressure of work at the Board of Education, and we have every reason to hope that next Session the Return will be granted.

The attitude of the Association towards the Education Bill is one of grateful acceptance modified by a strong desire to stiffen what is loose, without sacrifice of elasticity, and here we find ourselves in conflict with those opponents who appear to favour a formless fluidity, and to justify the American boy's definition of a demagogue, as "a vessel for holding beer and other liquids." We desire, as most reasonable critics do, that the optional clauses shall become compulsory; and we suggest that the teachers registered in Columns A and B of the new Register shall be empowered to nominate members of the Education Committees. We also heartily support an amendment of which Mr. Cripps has given notice to the effect that a Treasury grant shall be made to the Local Authority equal in amount to the sum raised by a rate for the purposes of secondary education. The support which this proposal has received is greater than we dared to hope for; but we fear that the decision is still in the laps of Steyn and Delarey.

Our monthly "Circular" is assuming a more literary character, as befits the organ of a body not entirely composed of mere schoolmasters. In "Matthew Arnold as Critic" we have a criticism not unworthy of the great master; a prophet interprets a prophet in a review of "Pastor Agnorum"; and finally in "The Parting of the Ways" we have poesie which needs no defence, though possibly the opening words, "Good-bye dear lad," may offend such as hate to be styled "teachers." This may sound trivial, but trivialities play an important part at one period of an assistant master's life. Three candidates for head masterships attribute their failure with some show of reason to the following causes:—The hair of one was tinged with grey; the second on the great day wore a jacket; and the third, who lost by one vote, offended an influential governor by speaking of an educational practitioner as a teacher. They manage these things better abroad.

NORTHERN WOMEN GRADUATES' ASSOCIATION.—A meeting of women graduates was held last month in Belfast to consider the formation of an association to guard the interests of women with reference to University education. A vote was taken as to whether Northern women graduates should form a separate association or a branch of the Irish Graduates' Association; and it was decided by a large majority that, for convenience in meeting and to safeguard specially Northern interests, a distinct association should be formed, maintaining friendly relations with the Irish Association, and with the understanding that each would communicate with the other before taking public steps. A representative Committee was formed, and the following office-bearers elected:—President, Mrs. Hanna, B.A.; Secretaries, Miss McNeill, B.A., and Miss Brittain, M.A.; Treasurer, Miss McKinney, B.A. It is proposed to embody the views of the Association on certain questions connected with University education for women in a memorial to be laid before the Royal Commission.

Mr. Edward Arnold's Educational List.

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POPULAR ELECTION:

By H. MACAN.

THERE can be no doubt that the controversies relating to educational administration which have raged round the various Government Bills introduced since 1896 have gone far to educate the so-called "educated public" into a familiarity with constitutional questions hitherto relegated to the care of the political student or Government official. I propose very briefly, in relation to the latest Education Bill, to set out just a few of the salient facts bearing on the specious cry for popular election as an essential of educational control. One read quite recently with some amazement, in leading Liberal papers, that the introduction of the London Water Bill by the Government was made an occasion of attacks upon the educational policy supposed to be maturing, in so far as it leaned to the side of the County Councils rather than to that of the School Boards. "Here," they said, "is fine consistency. The Government will give to the County Council 'education,' but it won't let it have 'water' in its care. They attack *ad hoc* in education; yet they constitute an *ad hoc* Board for water administration." Here we have set out two primary fallacies, one relating to area and the other to constitution, which shall form the text of this article. In the first place, there are no means known to the British constitution by which a rating authority can exercise jurisdiction outside its own area. The Royal Commission dealt fully with the necessity of combination among the smaller counties and county boroughs, but made it quite clear that this could only be brought about by a voluntary agreement and union between the Councils concerned, and not by an award of extra-territorial jurisdiction to one Council or the other. To give to the London County Council, in spite of its many good deeds, control either in education or water over half the home counties would be an act of spoliation quite unknown to the legislature of this country. This very point here involved—namely, that of the rating and controlling areas being always identical—is one of the strongest in favour of constituting large areas for educational purposes. It is only thus that the difficulty created by the non-coterminous boundaries of Town Councils and School Boards can be got over when the two rating Authorities are merged in one.

The second and greater fallacy is involved in the loose use of the words *ad hoc*. The Royal Commission and all the Government Bills since are entirely in favour of an *ad hoc* Authority for

Education. Every Committee of the County Council, and especially those which are hybrid and have powers delegated to them, are *ad hoc* bodies—that is to say, they are specially constituted, selected, for a particular purpose. And it is only by the selection of the fittest, whether business men or experts, that a proper Authority can be obtained. What, of course, is being attacked alike by the Government Bills and by the Municipal Authorities is “election” *ad hoc*. Now really a contradiction in terms is involved in these words. They imply that “the man in the street” is so highly educated in political and social questions that he separates in his mind education as an administrative function from every thing else. He only elects one man to Parliament to deal with South Africa, shop hours, and deceased wife's sister; he even allows this man to pass Education Bills. He only votes for one councillor to look after free libraries, small-pox hospitals, tramways, and main drains, and this man may vote a penny rate for technical education. But when it comes to any other education question every voter has a double dose of discrimination given to him, and by his vote finds out a separate and distinct man to do his administrative work; of course, if the member so elected is not distinct, why the extra election? Mr. Voxall, M.P., has in the most delicate manner insinuated the reason for the separate election: “a desire to continue the opportunities afforded by the School Board elections of placing upon the Local Authorities persons who go there for reasons not purely educational, elected by the cumulative vote.” It is noteworthy that the School Board party are, and always have been, opposed to a proposal to elect an Education Authority without the cumulative vote and for ordinary local government areas; the obvious reason is that they know that “separate” persons would not thus be elected. Here one is met by the argument that it is *essential* that two classes of “separate” persons should find seats on the Authority—viz., women and ministers of religion: in fact, Mr. C. P. Scott proposes to amend the Bill in this way. Admitting that such persons did in the past useful work on some School Boards, it must be remembered that School Boards, by law, are managers (*i.e.*, governors) as well as Local Authorities; while the new Authority will not, in the words of the Commission, “itself manage any school”; it is just in the field of activity thus deliberately excluded that these “separate” persons found their principal utility. But, as a matter of fact, on 2,200 School Boards there are only about 360 women, and, if we except London, it is in many of the largest and most progressive Boards—Manchester, Birmingham, Leeds, &c.—that there are no women at all.

As to ministers, they will not care to seek seats in bodies with no functions of internal management and no control except in matters secular. They are eligible for County Councils, but very seldom get elected. Besides, a sufficient answer to the whole contention is that co-optation can secure for *certainly* what is only a matter of *chance* at elections. But, to go a little nearer the root of the matter, how does the ordinary man vote? He either uses his suffrage on behalf of “measures” or on behalf of “men.” In a political election, the average man votes his “party ticket,” because he wants certain measures advocated by that party to be carried, or a certain line of policy to be successful. In education properly considered and concerned solely with the interests of the children, there is no line of cleavage which admits of any such distinct vote “aye” or “no.” Therefore if this “man in the street” vote is to be secured, it is essential to import the cries “Church or Chapel,” “Tory or Whig,” into the controversy. There can be no *referendum* or *ad hoc* vote on purely educational issues. Switzerland, the home of the *referendum*, has no elections *ad hoc* for education or anything else. But the average elector can, and outside the sphere of politics and religion does, vote for “men”—the best all-round men. Except in London and a rapidly diminishing number of large towns (where political parties are always wanting dress rehearsals), no municipal elections—county, town, district, or parish—take place on so-called issues. The two or three best all-round men in a district fight it out. The result is that most county councillors, after their one initial fight, hold their seats uncontested. Five per cent. to ten per cent. of contests is the maximum. Here, of course, as there are no issues, one gets the natural and best constituent “electoral college,” a body competent to pick out the men most suitable for any *ad hoc* purpose. Hence logic as well as expediency demonstrates that efficient administrative *ad hoc* control cannot be secured by an *ad hoc*-elected body.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

SINCE the publication of the last Quarterly Report (March 1) there have been three meetings of the Council—on March 6, March 22, and May 3.

At the first of these meetings the newly formed local Guild in Guernsey (thirty-seven members) was affiliated as a Branch. Mr. Francis Storr was unanimously appointed the representative of the Guild on the Teachers' Registration Council, on the proposal of the Chairman (Canon Lyttelton), seconded by Mrs. Bryant, D.Sc. A series of representations to the Lord President of the Council on the Draft Order in Council establishing a Teachers' Registration Council was settled as follows:—

“1. The Council would respectfully urge that, under Clause 1 of the Order, in the appointment of six members of the Registration Council by the President of the Board of Education, the fact that teachers in private schools and assistant masters and mistresses are not directly represented should be taken into account.

“2. That under Clauses 20 and 21 of the Schedule, inasmuch as it is provided that no fee for registration shall be charged to teachers to be registered in Column A of the Register, while teachers to be registered in Column B will be charged a fee, the Treasury should defray the cost of registering the teachers whose names shall be entered in Column A.

“3. That under Clause 3 (1) of the Schedule a large class of exceptionally competent teachers, in particular those employed in kindergartens, will be excluded by this test.

“4. That under Appendix A the Associateship of the Royal College of Science and of the Central Technical College are hardly sufficient tests of general culture to rank as qualifications equivalent to a University diploma.

“5. That under Clause 3 (2) (i.) of the Schedule the exact meaning of the term ‘student-teacher under supervision’ should be defined, and that the word ‘unpaid’ should be added before the word ‘student-teacher.’

“6. That in Clause 3 (2) (ii.) and elsewhere in the Schedule the expression ‘recognized school’ should be defined by the Board of Education.

“7. That under Appendix B the Associateship of the College of Preceptors should be added to the Licentiate'ship of the same college among the diplomas mentioned.

“8. That under Clause 4 (2) (ii.) of the Schedule the words ‘teaching of a purely elementary character’ might, as they stand, be taken so as to exclude many teachers of the lowest classes in secondary and preparatory schools who should be admitted.”

At the same meeting the Council directed that a letter should be sent to the Honorary Secretaries of the Central Guild and the Branches, together with a short list of questions as to the right order and relation of subjects in secondary schools. The Councils of the Central Guild and Branches were invited to deliberate on the questions, and afterwards to take the opinions of their members on their conclusions and to consult other qualified authorities, if they think desirable. Results of deliberations to be sent in in January next. It was also decided to get the question of school curriculum brought forward at the Belfast Meeting of the British Association this year, if possible.

At the meeting on March 22 the arrangements for the Annual General Meeting of 1902 were settled. It was decided to invite the Right Hon. A. H. Dyke Acland to fill the post of President of the Guild for the year 1902-3, in succession to Prof. Butcher, and to give his Presidential Address after the Annual General Meeting. A detailed discussion of the Annual Report by delegates from the Central Guild and the Branches was planned, and it was decided to make a special effort to secure the presence of Branch Delegates.

At the meeting on May 3 the Chairman's list of nominees for the five vacancies among the twenty General Members of Council was settled and the Annual Report of the Council was drawn up. The report begins with a criticism on the new Education Bill, which the Council find to be “on the strictly educational side sound, and on the political side stimulating,” inasmuch as the Government is thus put on its mettle. “The Bill,” the report says, “meets the main aspirations of the Guild.” “It aims at raising the standard of efficiency in all elementary schools to the level of the best equipped and best organized, putting the national need above all objections, however well founded they might be if put forward in a young country without a long history.”

The report passes on to deal with the Order in Council appointing a Teachers' Registration Council, on which the Guild is directly represented, and welcomes the Order as “establishing a single Register, though with a sharp distinction between primary and secondary school teachers, and exacting evidence of teaching power, though not a thorough professional training in all cases.” Reference is made to the Joint Memorandum of the College of Preceptors, Teachers' Guild, and Private Schools' Association to the Lord President of the Council on certain main points in connexion with the organization of education.

The work of the Political Committee during the winter months is

next set out. This includes the drafting of Leaflet No. 6, on "Educational Legislation and the Future of the Higher-Grade School"; the revised resolutions on Tenure, settled with special reference to the transfer of the educational powers of the Charity Commissioners to the Board of Education; the Memorandum of the Guild on the Organization of Education and the main points that should be included in the Education Bill of 1902; the consideration of and report on the Order in Council establishing a Teachers' Registration Council; and the examination of the Education Bill of 1902.

The work of the Education and Library Committee follows under the three heads of the Programme of the Educational Conference of last January; the Letter and Questions on Curriculum; and the Library, mention being made of the supplement to the Catalogue, including all new books of 1900 and 1901. Next comes the section dealing with the Modern Language Holiday Courses arrangements for August next at Tours, Honfleur, and Santander, with short notices of the work of the Holiday Resorts and Finance Committees during the year. A fuller notice is given to the new Organizing Committee, which, it is hoped, will strengthen the Guild with new Branches and Local Correspondents. A paragraph is given to the new organ of the Guild—the *Teachers' Guild Quarterly*—and it is stated that "the correspondence section" of this publication "awaits the enlightening letters which do not come." A short paragraph on the President of 1901-2 and the President-elect introduces the conclusion, which points out the immediate duty before the Guild as the Council conceives it.

It should be noted that the arrangement of the Report under the various heads of Committee work was intended to help the discussion by the Annual General Meeting.

The Council decided to have a special discussion of the Leaflet on Higher-Grade Schools on May 31, after the President's Address, and to invite the Association of Head Masters of Higher-Grade Schools to send three representatives to take part. This was thought to be the best method of dealing with the Protest against the Leaflet, signed by ten head masters of such schools, members of the Guild, which would be most satisfactory to the signatories.

At the three Council Meetings, 73 new members of the Guild were enrolled—viz., Central Guild, 22; Branches, 51, of whom 36 were the members of the new Guernsey Branch. The others belong to the Branches at Dublin, Durham, Folkestone, Ipswich, Manchester, and Oxford.

CENTRAL GUILD. LONDON SECTIONS.

Two meetings of Sections in June are announced, viz., the excursion of Section G to Windsor, on the 6th, and a lecture by the Rev. S. C. Tickell to Section E, at St. Mark's College, Chelsea, on "How to become a Humourist," with recitations, on the 12th. The arrangements of other Sections for summer excursions, if made, can be learnt from the Hon. Secretaries.

On March 10 a meeting of Section A was held at the Central Foundation School for Girls, Spital Square, when a most interesting and suggestive paper on "Practical Arithmetic" was read by Miss Storr. A very animated discussion followed.

BRANCHES.

Cheltenham.—At a meeting of the Branch in March last the draft Order in Council for the formation of a Register of Teachers was discussed. The attendance of members, particularly of those connected with the staff of the Ladies' College, was large, and the Rev. J. A. Owen, M.A., was welcomed on his first appearance in the capacity of President of the Branch. Feeling called upon to deliver something in the nature of a Presidential Address, Mr. Owen explained that he had only consented to take the office upon knowledge of the facts that the Principal of the College felt himself unable to give adequate attention to the duties, and that Miss Beale was also unwilling to accept them. The mention of Miss Beale's name naturally led him to refer to the distinction which Edinburgh University had just conferred upon her, and he added that they were looking forward to the pleasure of seeing the new LL.D. arrayed in the splendid robes which were about to be presented to her. (At a later stage of the meeting a resolution of congratulation to the Lady Principal was passed.) Commenting upon the essential object of the Guild, Mr. Owen interpreted it to be the promotion among those engaged in teaching of a wholesome professional feeling. In England, he observed, there was rather a strong objection to professionalism. For instance, it was said that in the Army a large number of officers, instead of studying military science, preferred to spend their time in playing golf and polo. A similar remark might apply to the clergy of the Church of England, who, indeed, were the least professional of any clerical body in existence. Thus, seeing that the administration of charity was a matter closely connected with the work of the clergy, it might be expected of them that they should understand on what principles charitable and social work should be conducted; but this was not usually the case. Again, it might be expected that they should keep themselves abreast of the philosophical and general literature of the age, but many of them would admit that this was not the common practice. And so, again, in our secondary schools, professionalism was conspicuously absent. He had recently read a book in which the writer spoke of the head masters of secondary

schools as being for the most part "amateurs,"—a term which it was to be hoped was not applicable to head mistresses, and which, certainly as applied to music, was customarily intended to convey strong condemnation. It seemed to him that there was a good kind of professionalism and a bad kind. The first was exemplified where people took an interest in their work, tried to learn all they could about it, endeavoured to apply the best and most approved methods, and were willing to exchange ideas and experience with others engaged in the same sort of work. But that was a wrong professionalism where people combined merely for trade protection and, in their own selfish interests, for the prevention of changes which might be to the general advantage of the community. Speaking for himself, he deplored very much that when he first engaged in the duties of a teacher he had not had, besides his University education, some definite training in the art of teaching. It was mainly to promote the efficiency of its members in methods of imparting instruction that the Guild was established, and they would all acknowledge that the influence of the lectures and debates had been beneficial, and that there was good hope of this influence being continued in the future.—The discussion on the Registration proposal was introduced by the Rev. Dr. Macgowan, in accordance with a request made very shortly before the meeting. No elaborate criticism was attempted, the speaker contenting himself with pointing out the salient features of the draft Order, which he did in a tone of gentle irony. He remarked that when he was present, as a member of the Central Council of the Guild, at Manchester some ten years ago, he brought forward the question of registration, and at that time it was suggested that an educational "Crockford" would suffice. Since then, and the publication of an article on the subject in *The Journal of Education* in 1894, he could not say that he had given much attention to the question. His first comment upon the provisions now contemplated was that, as they were not embodied in a draft Bill printed by order of Parliament, but were to come into operation as an Order in Council, that meeting would have no power to alter the clauses by one jot or tittle. As regards the constitution of the Registering Authority, the members were to be appointed for three years, and were to be representative of the Association of Head Masters (2), the Association of Head Mistresses (1), and various other educational societies, including the Teachers' Guild and the National Union of Teachers. As to the last named organization, he confessed that he did not see why it should be included in the list, or why elementary teachers should have a column allotted to them in the proposed Register, seeing that they were already registered in the books of the Board of Education. That being so, it seemed unnecessary to burden this huge book with the names of elementary teachers, especially as these were not to be charged for the privilege, whereas those whose names were entered in the B or secondary teachers' column would be required to pay a guinea, and for every subject which they were competent—or incompetent—to teach an extra half-crown. In criticizing the schedule, Dr. Macgowan referred to the Bill recently laid before the House of Commons by Mr. Agg-Gardner for the Registration of Teachers of Music, and observed that the Bill would now be rendered unnecessary, because under this Order in Council teachers of the various arts were to have their names put down in a supplementary Register. In conclusion, he pointed out that, as the Order was to be purely permissive in its working, and was evidently only tentative, he welcomed it in principle, though for those secondary teachers who were already registered in "Crockford" he failed to see of what practical use it could be. In the general discussion Miss Sturge agreed with Dr. Macgowan's suggestion that there should be two volumes, and objected that there was no definition in the Order of the term "recognized school," and no machinery at present for giving meaning to the term. It would be a good thing to have a Register, but it was premature, and inspection of schools should come first.—Miss Laurie regarded the Order as a step in the right direction; its chief use would be not for the teachers, but for the parents, who were at present without any protection whatever. She agreed with a remark which had fallen from Dr. Macgowan that the Association of Assistant Mistresses, equally with that of Assistant Masters, should be represented on the Registering Authority.—Mr. T. A. Stephens also welcomed the Order as a progressive step. They had no desire to make the teaching profession a "close" profession, but they did desire to make it more difficult for incompetent people to extract fees from parents. Undoubtedly the Order was open to the charge of vagueness, and a clear definition of what was meant by "recognized school" was needed, either through the financing of schools by the Local Authority which has yet to be created, or by some authoritative inspection of schools. He looked upon such phrases in the draft Order as "student-teacher," "probationary teacher," "fitness for teaching," &c., as prophetic, because they were meaningless without inspection.—Mr. F. Prior, as Treasurer of the North Gloucestershire Branch of the Assistant Masters' Association, urged the claims of that body to have a representative on the Registration Committee. In view of the fact that the Head Masters were so strongly represented, he felt that, as an act of justice, the Assistant Masters' Association and the Association of Assistant Mistresses should each have a representative.—Miss Louch then continued the discussion, emphasizing the fact that the Order was intended to benefit chiefly younger teachers rather than those

who had already established a position in the profession. Like Miss Laurie, she considered the Order a step in the right direction, and agreed with previous speakers as to the difficulty connected with "recognized schools." She rather welcomed the vagueness and comprehensiveness of the proposed Order, as it would allow all secondary teachers now actually engaged in practical work, who could bring testimonials as to their efficiency, to be enrolled on the Register.—After some further discussion the President called upon Dr. Macgowan to reply; and the proceedings terminated.

Manchester.—At a meeting of the Branch held in the Girls' High School in Dover Street, on March 7, a paper was read by Mr. L. W. Lyde on "The Life of a City." The purpose of a highly suggestive paper was to draw an analogy between the life of a human being, in its growth, maturity, and decay, and the whole life of a city. Just as the life of the individual could be explained by reference to his surroundings, so geography could be called in aid to explain the phenomena of the life of cities. Leaving aside the races that are essentially "anti-city" in their character, such as the Esquimaux and the Arabs, the lecturer described the birth and growth of cities among the peoples who of necessity live in groups. Cities arose either from natural or from artificial causes. In the first place cities grew up naturally in places to which people instinctively resorted for purposes of defence. Mr. Lyde dealt in an interesting way with the influence of natural advantages—such as a supply of water, the presence of a hill—in the formation of cities. Some kind of natural wealth was essential to the site of a city, and in the first instance the natural wealth was invariably food. Accordingly the oldest towns were built on the flint ranges, where there is the best pasture, and which yield the flint from which weapons could be made. In a more settled state of society the builders of cities left their sites on hills, which had been chosen for purposes of defence, and cities grew up on the clay, because clay could be utilized for the utensils necessary in domestic life. Mr. Lyde traced the artificial birth of cities to three causes—the tyranny of the political despot, the tyranny of the priest, and the tyranny of the monied despot. He went on to show how the character of the industries of cities has been determined by slight variations in the geographical conditions, and how the prosperity of many cities has resulted from their own deliberate foresight in developing their natural advantages. He spoke also of the decay and death of cities, either through the apathy of the inhabitants, the failure of natural resources, or through sudden disaster.

A meeting of the Branch was held on May 12, in the High School for Girls, Dover Street, Manchester, to consider the Education Bill. Miss S. Burstall presided, and amongst others present were Prof. Wilkins, Prof. Herford, Mr. J. E. King (High Master of the Grammar School), Mr. W. B. Hard (Science Inspector for the Manchester District), Mr. T. C. Horsfall, Miss Dendy, Mr. Lupton, Mr. H. A. Johnstone, and Dr. Hall. A resolution adopted by the Council was submitted for the approval of members by Prof. Wilkins. It was as follows: "That this Branch of the Teachers' Guild approves in general of the Education Bill before the country, if the inclusion of elementary education be made compulsory, but recognizes that the Bill should be further amended on the following points:—(1) That the inclusion of women on the Local Education Authorities be made compulsory; (2) that it should be the duty of the Local Education Authority to supply deficiencies in secondary education in its area; (3) that teachers—men and women—be directly represented on the Education Authorities; (4) that the limitation of the rate for secondary education be withdrawn; (5) that, in view of the unjust inequality in the incidence of local rates, additional grants be made to the Local Authorities from the Imperial Exchequer; (6) that the Bill provide that where there is only one school in a locality, and that in the possession of a particular denomination, arrangements be made whereby young persons intending to become teachers, who may not belong to the denomination, may have the benefit of training and experience."

Dr. Wilkins moved: "That this Branch of the Teachers' Guild approves in general of the Education Bill before the country, if the inclusion of elementary education be made compulsory." He said it was with some diffidence that he ventured to differ from such authorities as Mr. Bryce, Mr. Acland, and others whose letters and speeches on the Bill had been printed in the public press. The Bill was not a perfect one, nor did it represent an ideal. Its best friends would admit that it could be amended in Committee, and even then would fall far short of what ought to be presented in such a connexion in the twentieth century. He entirely agreed with the qualifications which the Council of the Guild had laid down as conditions of their acceptance of the measure. They did not mean that there were not other matters in which the Bill might be amended, but these represented the essentials. First they placed the inclusion of women, which everybody agreed was a necessity. With regard to secondary education, too, everybody was agreed as to its importance and the necessity of doing something in the matter. On this question, certainly, there ought to be no option. On the compulsory inclusion of elementary education under the purview of the Local Authority, not even the extreme partisans—and there were many of them—seemed to hold a different opinion. The limitation of the rate for education, he thought, should be withdrawn. It was not, perhaps, as important in all cases as it was, for example, in Manchester,

where the technical schools alone would probably swallow up the proceeds of a twopenny rate, but he thought the amount might well be left for the locality to determine. He did not see how people could argue that there was no provision for popular control when every penny for the schools would come to them by the channel of directly elected representatives of the ratepayers. He ventured to think that those who held this view were entirely mistaken. Then there was the argument that because the representatives who were placed on the managing body of a voluntary school were not in a majority they could not do effective work. This view he would strongly deprecate. The question of appointing a larger number might well be a subject for discussion in Committee, but he was quite sure that even one would stop the possibility of a "job" or any shady course, even if such were desired. It had been said that the Bill was an endowment of voluntary schools, but he would rather call it a Bill for promoting the efficiency of these schools. They were not living in Laputa, but in England, and had to face the facts as they found them. They had encouraged and even helped in the growth of a network of voluntary schools, and he would ask: What was a responsible politician to do with these schools? No one would suggest sweeping them away, and he hoped none would try to starve them out of existence. There was no greater act of folly than to let them go on in a state of inefficiency. All kinds of charges were made against them, but he doubted if they were justified in more than a small percentage of the schools. Some criticism had been brought against the position of pupil-teachers, but he would remind the Guild of the resolution adopted recently by the Lower House of Convocation, that arrangements should be made for such cases. The Bill showed a thoughtfulness and tenderness in recognizing this difficulty, and he for one could not recognize any violation of the principles of religious equality and liberty in its clauses. He would not enter into the point of casuistry as to whether it was wrong to assist voluntary schools out of the rates and yet right to do so from the taxes. Mr. Acland said the Bill set up a cumbrous and barely workable machinery, but surely the exercise of common sense would make the Bill workable, just as other affairs of the Empire were worked by a spirit of give and take. He thought, on the whole, that, with amendments such as they were suggesting, the Bill would be recognized on all hands as an honest, a practical, and a workable measure.—Miss Burstall pointed out that the opposition to the Bill came largely from people who were unacquainted with the practical work of teaching, whereas it had been blessed, in principle at any rate, by the National Union of Teachers and the Teachers' Guild.—Mr. Horsfall thought they ought to ask for one man and one woman teacher representing the primary, the secondary, and the technical teachers of every district, making six in all, on every Local Authority. This would bring them into something like a line with States such as France, Germany, and Switzerland, where the experiment had been highly successful.—Mr. J. E. King hardly agreed with the proposal upon the supply or aid of secondary schools until he knew what price would have to be paid in control. Of this there was not a word in the Bill. He seconded Dr. Wilkins's motion.—Prof. Herford took his stand on the question of efficiency. The Bill might not be the second or even the third best possible, but it was not as bad as it might be. He entirely agreed with them on the question of secondary education, for, unless the inclusion of this branch were made compulsory, the Bill gave less than they could contentedly accept.—The resolution was carried with two dissentients, as were the six points set out in the resolution of the Council specified above.

Norwich.—At a meeting, held in February last, at the High School, Miss Hughes read a paper on "Methods of Teaching Modern Languages," prefacing her remarks by an acknowledgment of her indebtedness to Dr. Breu, of Cambridge, to the Master of Marlborough, and to Mr. Gould, of the Higher-Grade School, Norwich, for many practical hints and suggestions. Miss Hughes said that until about ten years ago little or no doubt existed among teachers as to the way in which instruction in modern languages was to be given. The system was in all respects modelled on that accepted as the best for teaching classics. Great accuracy was insisted upon; many rules were made, in the case of French, to correspond as much as possible to Latin ones. There could, of course, be no question as to the value of the accuracy, but in this system one fact was almost entirely left out of sight—that a living or spoken language was being dealt with, which must, at all events in some respects, be treated differently from a dead or classical one. It was no uncommon thing to meet a middle-aged person with an excellent and scholarly knowledge of theoretical French who could not go into a French post-office and ask for a stamp in such a way as to be understood. The methods of this classical system were well known to everyone, and it was still strongly advocated by many people, although its supporters would seem to be growing fewer every year. Many people have lately considered that the results obtained by this system do not compensate for the drudgery it involves, and they argue that the mental training given by it can be imparted much more thoroughly by Latin, upon which it is avowedly modelled. If, therefore, Latin forms a part of the school time table, French, and, in a lesser degree, German, may be taught chiefly as a literary medium, and to a certain extent also from the point of view of its commercial value. Reading, and not translating, should be placed in the foreground. A sufficient amount of

grammar should be learnt chiefly from the reading and a subsequent systematic analysis of the most important sentences. Miss Hughes then proceeded to describe this modern method of teaching languages at length. A discussion followed, in which Mr. H. Oake (who presided), Mr. H. R. Ladell, the Rev. H. Wimble, and Mr. W. R. Gurley took part, Miss Hughes being heartily thanked for her paper.

Three Towns (Plymouth, &c.).—On March 11 a paper was read by the Rev. J. Hirste Haywood, M.A., principal mathematical master at Plymouth College, on "The Teaching of Geometry." The chair was taken by the President, Miss Turnbull, Head Mistress of Plymouth High School for Girls. Mr. Haywood said that the main points of consideration in respect of the teaching of geometry, were (1) How much ought to be taught? (2) How much time ought to be devoted to it in the school curriculum? and (3) What is the best and most effective method to be employed to make the subject alike interesting and useful? He did not intend to discuss the first two, as he was convinced that none of them would agree, as they each had their own pet subject, and very naturally considered that it should be given a more prominent position. Before proceeding to the third, it would be well to consider in what respects mathematics differed from other subjects. In history, geography, &c., we are willing to accept certain facts on the authority of others whose testimony can be relied upon, but in geometry the student will expect to have his objections answered, and his difficulties overcome, not by an appeal to authority, but by argument and an appeal to the evidence of his senses. Our senses are our first and best mathematical teachers. Some pupils, he was of the opinion, never could be taught Euclid as it was at present taught. For, the more intelligent the pupil, the greater were the difficulties he would often meet with. One of the most difficult of all to teach was the one who, with a simple faith and beautiful trust, accepts the proposition because it was Euclid's, or because his master said so, and he thought he ought to know. That there were difficulties in teaching geometry he was sure they would all readily admit, some of which he enumerated, and instanced the amusing attempt of Sir John Gorst to teach some Maori boys the "Elements" of Euclid. As far as the removal of these difficulties was concerned, he saw no reason why Euclid should not be superseded as a text-book. Although Euclid's methods were very valuable as specimens of sound reasoning, he was quite sure that they were not the best means of teaching geometry. On the Continent and in America Euclid had been almost entirely abandoned, and there were signs that the same was taking place gradually in England. But, until some text-book was universally accepted, it was necessary to have some sequence, and Euclid's was, at any rate, a recognized sequence, though not in his opinion the best that could be devised. This was no new contention, and he instanced the opinion of Prof. Sylvester, in his address before the British Association, so far back as 1869, as well as the recent discussion in Glasgow last year. He strongly urged the necessity of an introductory course of geometrical drawing, and that they should be taught side by side. In German schools there was such a course as object lessons, which began with solids, which were handled, described, and measured. It was but a step to the drawing of figures, and this in turn formed a basis for the systematic study of plane geometry. Thus the pupil, by obtaining certain definite conceptions, felt himself on solid ground instead of wandering blindly in the dark Euclidean mists. Geometrical drawing led to the construction of accurate figures, which were especially valuable as enabling the pupil not only to avoid drawing false conclusions, but as suggesting certain relations which might not otherwise have been detected, as, e.g., Simson's line and Pascal's theorem. Though it was possible to insist too much on *minutiae*, he advocated the use of any symbol which was intelligible and which would shorten the labour of writing out, for they were, after all, only symbols to express a certain meaning, as writing itself was only symbolic of certain sounds. In conclusion, he expressed his entire sympathy with the use of a certain wise and intelligent pruning.

COLONIAL AND FOREIGN NOTES.

GERMANY.

Gradually the changes recommended by the last School Conference in Berlin are being introduced into the secondary schools. It will be remembered that at that Conference great stress was laid on the importance of Greek for a liberal education. This might seem, to any one acquainted with the traditions of Prussian secondary education even to-day, such an obvious commonplace that it hardly stood in need of the prominence that was given to it in the course of the debate. But the point of view has nevertheless somewhat changed. Greek culture is no longer an end in itself; but only to be studied because it contains within itself the beginnings of modern civilization. This is illustrated by the new Greek reading-book which, drawn up at the request of the Ministry by Prof. v. Willamowitz-Möllendorf, has recently been pub-

lished by a Berlin firm. In a circular letter to the *Provinzialschulkollegien*, the Minister authorizes its immediate introduction, and expresses his confident hope that it will enhance the value of the study of Greek. At the same time he adds a warning that its introduction is not to be sanctioned unless there is a guarantee that the teachers, by their capacity and personality, are likely to make a proper use of it. The book is divided into seven parts. The first contains fables and stories; the second, selections from Aristotle, Thucydides, Polybius, and Plutarch; the third deals with political theories; the fourth illustrates astronomical and geographical knowledge by extracts from the writings of Poseidonius and Strabo; in the fifth mathematics and mechanics are represented by Euclid and Archimedes; medicine in the sixth, by Hippocrates and Dioscorides. The seventh section concerns itself with philosophy; it contains no single work of Plato in its entirety, but extracts from the "Meno" and the "Phaedo," selections from Aristotle's "Ethics," Theophrastus, and early Christian writers. No selections have been included from Homer, the tragedians, Herodotus, or Xenophon, because it is expected that large continuous portions of these authors will still continue to be read. One of the main difficulties in the use of the book is that the selections are not arranged in an order of progressive difficulty; it is due to the accident of the material that the first section is easier than the others. The book is already under discussion. A number of teachers in Frankfurt have resolved to meet at regular intervals to work steadily through the whole book. Criticism will not be wanting, but it appears there are many who share the Minister's hope.

Another consequence of the Emperor's notable edict is the announcement recently made that the Ministers of Justice and Public Instruction have agreed to regulate the admission to the study of law in accordance with the following principles:—(1) The most suitable institution for the preparation for the profession of law is the classical *Gymnasium*. (2) Besides the students who possess the leaving certificate of a German *Gymnasium*, students possessing the leaving certificate of a German *Realgymnasium* or a Prussian *Oberrealschule* may also be admitted to a study of law. (3) In the case of students of the last two categories, as well as those coming from the *Gymnasium* with a lower mark in Latin than "satisfactory," it is left to them on their own responsibility to acquire such preliminary knowledge of the language, history, and customs as is required for a thorough understanding of the sources of Roman law. (4) Measures will be taken in the arrangements made for legal study and for the first legal examinations that the students referred to in (3) will have to give proof of the preliminary knowledge there alluded to.

Apparently the special supplementary examination by means of which a candidate, after judicious examining and assisted by eminent examiners, succeeded in securing privileges which were not his has been abandoned. A knowledge of historical development will be the first thing demanded; and it may be that the struggle between the old and new will break out within the modern school.

It is possible that a further result of these measures may be the more equal distribution of the various types of secondary schools over the whole of the kingdom. The *Gymnasien* of the small country towns, in which the upper classes, frequented by undesirable refugees from other places, are far larger than the lower, have given rise to frequent complaints and the desire to see the establishment of schools more suited to the needs of the towns in which they are situated. The current number of the *Pädagogisches Archiv* contains a very interesting analysis of the present position: in the Western provinces 54.3 per cent. of the institutions are classical, 18.1 semi-classical, and 27.6 modern; the corresponding figures for the Central provinces are 53.9, 17.2, 28.9; and for the Eastern provinces 72.4, 14.3, 13.3—Posen is the extreme instance—in all there are twenty-one higher schools, only two of which are not fully classical. Moreover, in the East there is far less movement: in all these provinces there is but one *Reformschule*—at Danzig. In this connexion the following table has much significance, showing how the various branches of study are represented among the teachers and *Provinzialschulräte*:—

	Theology.	Classics.	History.	Modern Language.	Mathematics.	Science.	Total.
<i>Provinzialschulräte</i>	3	17	2	1	3	—	26
Directors (1) ...	29	242	28	31	29	5	364
Directors (2) ...	15	53	19	41	34	7	169
Professors ...	202	800	264	205	348	95	1914
<i>Oberlehrer</i> (1) ...	109	667	242	349	343	115	1825
<i>Oberlehrer</i> (2) ...	176	734	276	532	464	144	2325
	534	2513	831	1159	1221	366	

Directors (1) are in charge of schools with nine consecutive classes (*i.e.*, *Gymnasien*, *Realgymnasien*, *Oberrealschulen*); the others administer schools of six classes (*Progymnasien*, &c., *Realschulen*). The professors are the oldest third of the teaching staff, and the *Oberlehrer* (2) are those appointed since April 1, 1892, at which date the new curricula came into force. Grouping together the theology, classics, and history as "Humanities" — *i.e.*, *Gymnasium* studies — it is remarkable how

large a number of higher places their adherents hold. Among the directors of the second class 24 per cent. are modern language teachers, due to the large number of *Realschulen*. Noteworthy, too, is the increase of the modern languages teachers generally; they represent 10.7 per cent. of the professors, but 23 per cent. of the youngest category of teachers. This increase has chiefly been gained at the expense of the classical teachers. The numbers of science men would probably be found to contrast strongly with those for this country, if similar figures were available. The distribution of the teaching staff between the various provinces is not given, but it will be proportionate to that of the various types of institutions. If any considerable expenditure were likely to be entailed by the suggested new distribution, it would be unreasonable to expect a speedy reform. This year's educational budget shows clearly the financial depression: there is no diminution in the regular expenditure, and provision is made for the normal increase; but in the non-recurring expenditure there is a reduction of the vote by over £750,000, more than half of this being saved on the elementary schools.

FRANCE.

Two resolutions as to the teaching of natural science, lately put on record by important bodies of French schoolmasters, are worth preserving:—(1) Instruction in natural history (zoology and botany) ought to be practical, elementary, and descriptive; the primary object of it is to give to the pupil a habit of observation. In order that it may not be a mere exercise of memory, children must have shown to them real plants and animals so that they may learn to love them. (2) Geology in elementary schools should be considered mainly as an introduction to physical geography. A third resolution, less commendable, suggests the teaching of chemistry in the early stages by means of typical bodies such as sulphur, iron, sulphuric acid, &c., without regard to nomenclature.

Is uniformity of text-books desirable? And do the functions of the State include the making of grammars? These are two questions, evoking abundant debate, that M. Leygues, Minister of Public Instruction, has raised by his recent action. The Conseil Supérieur de l'Instruction Publique decided that the theoretic teaching of Latin and Greek grammar in lower forms should be confined to general paradigms and the indispensable rules, and that nothing in the way of grammars should be used in those forms except outlines containing the strictly necessary information; and it has been held that the principle applies with still greater force to modern languages. M. Leygues has accordingly appointed a committee to simplify and unify the teaching of grammar. He proposes to substitute clear and concise summaries for the voluminous and learned treatises that repel children as being unsuitable for their age and intelligence. At present the text-book is changed in obedience to the wishes of the teacher, and it sometimes happens that a boy is obliged, in the course of his studies, to assimilate the principles and language of three or four different Latin grammars—to his own detriment and to the indignation of his parents. The English reader will get some notion of what is contemplated by imagining the Parallel Grammars voided of half their contents and forced by a ukase on all secondary schools. In France there is a strong body of opinion against the proposal, which, in any case, cannot take effect until the beginning of the next school year. For ourselves, we have frequently protested against any attempt to cripple the freedom of the teacher in the choice of books. Caprice on his part can easily be checked by a tactful head master, whilst a sober judgment, based on experience, is respected. Moreover, uniformity of text-books means the destruction of that individuality which is one of the few valuable assets of the English school system.

Dishonesty in examinations is not common in France; but a few recent cases have called forth a new law on the subject. Fraud in any examination or competition having as its object admission to the public service or the acquisition of a State diploma now constitutes a misdemeanour. To reveal the matter of an examination beforehand, to use false certificates of birth, &c., or to substitute another for the real candidate renders the offender liable to imprisonment for not less than one month or more than three years, and to a fine of from one hundred to ten thousand francs. What is noteworthy about the measure is the severity (not improper) of the penalties. A diploma entitling the possessor to teach morality and civic duty would be dearly got at a risk of three years' imprisonment and a fine of four hundred pounds.

To teach morality—by what means is it possible to do so? The problem has been occupying the attention of the Société pour l'Etude des Questions d'Enseignement Secondaire. The new time-tables require more lessons in morality to be given. The teachers naturally ask themselves whether instruction of this kind in the past has proved beneficial. Their experience appears to be conclusive that the theoretic teaching of morality to young pupils (those from thirteen or fourteen years of age are particularly in view) is thankless for him who imparts it and unprofitable to those who receive it. M. Bourdel, who reported on the subject to the Société, argues thus:—Morality as taught in the *lycée* is not, and cannot be, a morality resting on authority. Conceived apart from all forms of religion, it can and ought to appeal solely to the reason

and the conscience. It is in the reason and the conscience, then, that we must look for the notions and general principles from which the precepts of morality are deduced. These precepts ought to have their basis supplied as soon as they are formulated. The teacher is thus compelled to deal with notions and general principles, deriving their force and authority from their very abstractness and generality. To give them, that they may be understood, immediate illustration from familiar sources is to degrade them; it is to bring moral truth into relations in which it may seem disputable or self-contradictory. Moral teaching for the young must be general and unintelligible, or particular and delusive. The teacher, if he will be comprehended, must put affirmation for proof, the moral formula for the moral lesson, and anecdote for ethical illustration. True moral teaching can only be addressed to minds already capable of abstraction, capable, too, of seeing in a variety of maxims and a diversity of moral notions, not the confusions and contradictions by which scepticism is fed, but the constant striving of humanity towards a moral truth growing larger and larger, more and more comprehensive, and more and more strictly unified.

This brings us, of course, to example as the most legitimate moral influence in the school. We are not, however, discussing the French view, but reproducing it. Let us content ourselves with giving the two chief propositions submitted for the approval of the Société. They were as follows:—(1) It is not expedient to maintain, still less to extend, in lower forms any separate speculative and critical teaching of morality; (2) Moral teaching ought to be closely connected with the general teaching, and to be given by the form master as occasion arises. Both were adopted unanimously.

In the education budget for the year 1902 a sum of 2,149,859 francs is set apart to promote the secondary education of girls, of which 1,250,500 francs will be devoted to grants to *lycées* in which the receipts are inadequate to maintain the institution; 238,000 francs payable to towns for the support of *collèges*; and 310,000 francs in supplement of the salaries of officials in *lycées* and *collèges*. In calling notice to the figures we do not imply that the expenditure is novel or magnificent; we wish merely to indicate that the higher education of women is acknowledged by the Republic to be one of its duties.

UNITED STATES.

We have followed the progress of child-study sympathetically; nor have we now any wish to be numbered with those who disparage it. Yet it is fair for us to report that such persons do exist, and that tokens of a reaction are visible on the educational horizon. Have we really learned anything from the study? it is asked. Are we the better for having tabulated what we knew or divined before? The head of the University of Illinois deems the curious questioning of nature to be indelicate rather than beneficial; as witness a recent utterance of his in a paper prepared for the Howard Teachers' Association:—"There are some healthful signs that the child-study diversion which has been carried to such extremes has well-nigh run its length. It commenced with the infant in embryo, and has come down to adolescence. It has gone into some things from which miscellaneous assemblages should be secure. It has assumed to make some investigations in mixed gatherings of youth, and has talked and has printed details in public which should be resented by parents and, if necessary, prohibited by law. It has dived in the abnormal and attracted the morbid. It has made much of things arranged by nature, things about which one can think much and be very wise and very miserable, or which he can let alone and get on comfortably enough."

He gives his own notion of the procedure suitable for the school thus:—"I would manage children without so much reference to their weaknesses or peculiarities, recognizing these where so marked as to make it necessary, but not accentuating them in the mind of the child or in the thought of the school. I would not allow a teacher to put a hand on a child in punishment. I would not coddle; I would direct, encouraging comradeship as children grow up to it and prove worthy of it. I would make plans for normal children and, assuming that the crowd is normal, expect them to adjust themselves to the plans. I would give special help to the exceptional cases, if a little unusual help would suffice, and go on without saying much about it."

The very old question—how far ought the school to consider the individual, and how far should it regard its material as a mass? can only be met with the very old, and brutal, answer:—We can deal with the child as an individual in so far as the parent or the State will pay for the treatment. The new education as it is offered at Bedales or Hampstead is for rich men's children. To return, however, to President Draper, we learn that his name has been on many lips unhappily for something more serious than his reactionary views on child-study. On April 13 he was thrown violently from his carriage, and so severely injured that the amputation of a leg has been necessary. But it is hoped that he will soon be restored to health and his academic duties. Cambridge men will recall, to say nothing of those still living, one who did all his work blind, and Oxford men the fine scholar who learned and taught when crippled with paralysis.

The Simmons College for Women, with President Lefavour at its head, and having an endowment of two million dollars at its back, will

begin its business in the October of the present year. It has offices in Boston, and a "dormitory" or boarding-house for sixty-six students. The requirements for admission are such as are equivalent to a four years' course in a well equipped high school, or to a three years' course if the subjects demanded are studied exclusively. How are women to benefit by Mr. Simmons's liberality? For the present, six courses of study have been arranged:—(1) Household economics; (2) a secretarial course; (3) a library course; (4) science preparatory to nursing; (5) science preparatory to teaching. The third of these courses is a particularly happy inspiration. Woman as librarian or as assistant in a library is woman in one of her legitimate spheres.

The writer of this note was never able to learn by means of lectures, unless he had studied the subject-matter beforehand; and a competent literary authority has classified the lecture among the sources of boredom. Moreover, the principle of *telling* a person what he does not know is pedagogically unsound, *learning* being thus defrauded of its privileges and delights. Nevertheless, education by lectures is the order of the day; for, it is urged, they stimulate inquiry by awakening interest. To our thinking, whether they do or do not depends on the lecturer; and this is the main difficulty that the University Extension movement has had to encounter—to get the quickening lecturer and not the informing. In America the lecture system has been more successful, we think, than in England; and in New York, where the thirteenth season of free lectures is now drawing to a close, the results have been striking. More than half a million people, says the *School Journal*, attend the courses given under the auspices of the New York Board of Education each year, the average at each lecture being over two hundred. This marked success is largely due to Dr. Leipziger, the supervisor. He has conclusively demonstrated that one lecture on some topic in natural history, geography, natural science, physics, or literature, properly presented, particularly if illustrated by means of a stereopticon, has a more potent and lasting educational value than a week of purely book study.

NEW ZEALAND.

At the Annual Session of the Senate of the University of New Zealand several changes were made in the statutes. Notably it was resolved that post-graduate study and research should be encouraged by the offer of certificates and gold medals. Sir Robert Stout had proposed that the history, science, and art of teaching should be included among the subjects of examination for the B.A. degree. Although his motion had been rejected, it had led to the appointment of a committee to consider the attitude proper for the University in respect to the professional training of teachers. The report of the Committee, which was adopted, recommended that a certificate of proficiency in education be granted to every graduate of the University who complies with the following requirements:—I. (a) That he spends one year in a normal school, and obtains a certificate from the head master of the school that satisfactory work has been done by him; or (b) obtains a certificate from an inspector of schools that he is entitled to be placed in at least the second grade. II. That he passes an examination in the following subjects:—(a) History and principles of education (one paper); (b) practice of education (one paper)—(1) method, (2) school management; (c) educational psychology (one paper).

UNIVERSITIES AND SCHOOLS.

LONDON.

There is at last interesting and important intelligence sufficient to warrant a fairly long letter. First and foremost, our University has lost its head. The Earl of Kimberley, K.G., P.C., D.C.L., Chancellor of the University, died, after an illness of several months, on Tuesday, April 8. An Extraordinary Meeting of the Senate was held on Wednesday, April 16, at which a resolution was passed expressive of the deep sense felt by the Senate of the loss which the University had suffered by the death of its Chancellor, who for forty-three years had been a member of the Senate, and throughout that long period not only showed a strong personal interest in the progress of the University, but from his great experience in public affairs, his wisdom in council, and his characteristic moderation and candour, contributed materially to its welfare, and was of the utmost service during the critical period of the reorganization of the University.

A resolution identical in terms was proposed by the Chairman at the meeting of Convocation on May 13, and carried unanimously. At the same meeting the new Chancellor was unanimously elected. This important appointment has been hitherto in the hands of the Crown, but when, by the late Act reorganizing the University, the power of veto on any change in its constitution was taken out of the hands of the registered graduates the free election of the Head of the University was, as a high compliment, vested in that body. It will, perhaps, not be indiscreet to say they have fully realized their responsibility, and that

several important and influentially attended conferences were held, at which, amongst others, the high claims of Lord Avebury, formerly Sir John Lubbock, the late Member for the University and the champion of the rights of the graduates, were urged. The general feeling, however, was that adherence to the tradition of the election of a peer of high Cabinet rank, in the person of Lord Rosebery, perhaps the most brilliant personality of the day, would best promote the interests of the University as a whole. He was accordingly nominated and returned unopposed. The election is for life.

The Right Hon. the Earl of Rosebery, K.G., K.T., P.C., officiated as Chancellor on the following day, May 14, when he presided at Presentation, and handed their diplomas, medals, and prizes to the successful candidates.

The ceremony, which was a highly successful and imposing function, was held, as usual, in the Great Hall of the University building at South Kensington. The hall, which was crowded, was seated for 1,800 persons, and the string band of the Scots Guards played a selection of music before and after the proceedings, which had been elaborately organized, and began with the procession of presentees, followed by the Chancellor's procession, composed of City dignitaries and high Government officials and officers of other Universities, all the guests of the Senate, followed by the officers of the University, the Senate, and, lastly, the Vice-Chancellor and the new Chancellor himself, preceded in due state by the "Esquire Bedell" with the splendid new mace, the munificent gift of Sir Henry Roscoe, the retiring Vice-Chancellor. The colours of the varied academical costumes worn by the presentees and graduates in the audience made a brilliant display. The Vice-Chancellor expressed the satisfaction on the part of the Senate and all present at the nomination and election of Lord Rosebery, the entire audience rising and cheering the Chancellor.

Lord Rosebery feelingly expressed his gratitude both for his election and his reception that day, and his deep sense of his unworthiness to fill the chair occupied by so many illustrious dead friends of his, his honoured predecessors. Lord Derby he spoke of as the most fair-minded man he had ever come across; Lord Herschell as, at the time of his death, the most valuable servant possessed by the Crown in the Empire. Of Lord Kimberley he said no man with so great abilities was so little self-seeking. There was no one worthier of being Chancellor, at least on the side of the classics, to the perusal of which he would always return in the long recesses of Parliament; he even, as an old man, attacked and enjoyed Dante. Lord Rosebery then gave way to the Principal (Dr. A. W. Rücker), who briskly read his report of the work of the University during the year. As this is practically the first occasion on which any substantive information has been vouchsafed by the Senate as to the result of its deliberations, this report is of considerable interest. The Principal said there was no sign of falling off in the entries for examinations, those for the June Matriculation being 10 per cent. larger than the previous maximum. The humbler class were well represented. The department for University Extension and inspection of schools had now been organized, and Dr. R. D. Roberts appointed Registrar (formerly Secretary to the London Society for Extension of University Teaching).

The Principal now touched on a burning question, which has been agitating the Senate and its Councils for many months, though no word thereof has appeared in the *Gazette*. A new scheme for the Matriculation Examination (which, by the way, was entirely revised in 1899) had been decided on, the first examination under the new regulations to be held on September 15 next, for those candidates taking up courses for the next session. On and after September, 1903, the old regulations will be obsolete. This change will be referred to later in this letter. Another crucial point was next spoken of—viz., general regulations for intermediate examinations for internal students had also been approved by the Senate, and arrangements had been made for the holding of special intermediate examinations in University College and in the City and Guilds Institute. (This is by virtue of Statute 119, which empowers the Senate to hold intermediate examinations for the students of any "school" of the University jointly with the governing body of such school. These examinations, therefore, will doubtless be partly conducted by the teachers of the students, and partly based on their teaching. The effect of this evidently will be that students will pass almost as a matter of course.)

Regulations had also been passed for the admission of post-graduate students from other Universities to study for the Doctorate in London, and a number of young students were about to be placed on the books of the University. Thirty-five graduates of other Universities (eight from abroad) had studied, together with fourteen graduates of the University of London, in the London School of Economics during the present session. The next change announced is one that members of Convocation engaged in teaching have long demanded. It is that the Matriculation examiners shall be other than those for the higher examinations. This change will tend to allow larger numbers to pass, and, taken along with the general sweeping changes announced, will probably make the terrors of "Matric." as a stiff examination largely a thing of the past. The Principal next stated that a general scheme had been adopted for selecting teachers for the internal side to be paid and appointed by the University. Inquiry into the merits of candidates is

first to be made by a board, consisting of the Vice-Chancellor and six others, three being experts and not teachers of the University, the other three being chosen by the Senate at pleasure. The actual appointment of teachers had also occupied the Senate. With regard to the gift of £10,000 a year from the Technical Education Board of the London County Council, first, two Chairs of Chemistry were to be established at University College: one for general chemistry, filled by Prof. Ramsay; the other for organic chemistry.

It was hoped that this would be the beginning of a great chemical department worthy of London. The teaching of German was also organized, and instruction in that language was to be given by a group of teachers both in the colleges and in the polytechnics. Then a Professorship of Pedagogy was to be established in connexion with the new training college founded by the London County Council, on the governing body of which the University was largely represented. In future the University would appoint and pay the professors in the London School of Economic Science, while grants of £1,425 and £1,000 a year respectively were to be made to the City and Guilds Institute and to King's College in aid of their engineering departments. The negotiations with the governing bodies of the above institutions and the approval by the Senate of schemes for expenditure involved by the above arrangements had been satisfactorily carried out and accorded, and it was expected that the teachers would be nominated before the Long Vacation and the whole scheme be in full working order at the beginning of the next academic year.

In respect of the offer by the Drapers' Company to give £30,000 in aid of the incorporation of University College in the University, the main outlines of a scheme had been agreed to, provided that an initial sum of £110,000 could be raised. (This amount, it may be said, was promised at the meeting at the Mansion House on May 9.) But, in addition, the University had made a start with teaching on its own account. The leading physiologists of London were to give courses of lectures on that subject for advanced and post-graduate students; and Mr. Walter Palmer had given £2,000 and the University £400 to the scheme, and the latter had placed a suite of rooms at the disposal of the teachers as laboratories and lecture-rooms. Several students were already working in the laboratories, and more than sixty had entered for the first course of ten lectures. Two courses of ten lectures are being given during the summer term: on "Signs of Life," by A. D. Waller, M.D., F.R.S., Tuesdays at five, beginning May 13; and on "Respiratory Exchange," by Leonard E. Hill, M.B., F.R.S., Wednesdays at five, beginning May 14; admission by ticket, to be obtained on application to the Academic Registrar. It was hoped shortly to issue a scheme concerning the whole question of courses of lectures at polytechnics.

A body of very distinguished lawyers had been engaged in the discussion of regulations for the Faculty of Law. Again, the University's part in the organization of preliminary medical studies had been considered, and many other questions, such as the detailed syllabuses of the examinations and regulations for the various courses of study, were in a forward state. But, said the Principal, the University was not concerned with the organization of education only. One of its main objects should be the promotion of knowledge, and much was being done by the London teachers in that direction. He had asked the various recognized teachers of the University for a short statement as to the publications of themselves, their assistants, and students during the past twelve months. The Principal here read extracts from these statements, and concluded by emphasizing the need of organization to make such work more fruitful and the need of funds to supply the material for the work. It will be seen that the above account (with a few comments) gives a detailed report of a year's work of the utmost interest and importance.

BEDFORD COLLEGE.

At the presentation for degrees at the University of London on Wednesday, May 14, twenty-nine students of Bedford College for Women received degrees. A reception was afterwards held at the College by the Council and Principal, which was very largely attended.

On account of the dates fixed for the Coronation the term will end on Friday, June 20, but the libraries and laboratories will remain open for the use of students until Wednesday, July 23, except on June 25, 26, 27, and 28.

A course on "Bacteriology" is being given by Dr. A. H. Paine, which is taking a very interesting form, most of the instruction being in the nature of practical work in the laboratory.

Two scholarships, one for arts (annual value £31. 10s., tenable for three years) and one for science (annual value £48, tenable for three years), will be awarded on the result of an examination held on June 19 and 20. Forms of entry must be forwarded to the Principal on or before June 7.

OXFORD.

In the hurry of the opening of term I omitted last month to notice two losses by death of distinguished Oxford men which occurred in the

vacation. The most notable was, of course, Lord Kimberley, of whose long and important public service it is needless to speak. But it may not be known to all that (as Lord Wodehouse) he was a First Class in Lit. Hum. (from Christ Church) in 1847. The death was also announced (on March 29 in London) of Sir S. G. A. Shippard, K.C.M.G. (Hertford College), formerly Judge of the Supreme Court, Cape Colony, and Administrator of British Bechuanaland.

As regards the reform of Responsions, and in particular the anticipated proposal of substituting modern language equivalents for the Greek at present required, though there is a general belief that some such scheme will shortly be formulated, there is at present no definite knowledge of the shape it will assume. But the supporters of the existing system are already bestirring themselves. Prof. Case has written an article in the *National Review*, containing (among other things) a protest against the expected attack on compulsory Greek. In the *Oxford Magazine* (for May 7) appears a letter from Mr. C. R. L. Fletcher in support of Mr. Case, denouncing the scheme as "lowering the intellectual standard of the University in order to meet the conditions of the Colonial and American candidates for Mr. Rhodes's scholarships." Two things are quite certain: first, that no scheme will be proposed which lowers the standard of Responsions; and, secondly, that the movement for reform started before Mr. Rhodes's death, and has nothing whatever to do with his bequests. But it may be well to remind those to whom such arguments are addressed that the Greek required at present in Responsions is intellectually contemptible (as there is no proof the candidate can either read the language or write it) and educationally worthless or worse, while it is a vexatious waste of time for candidates from modern schools and modern sides who wish to study at the Universities and who are fully competent to do so with advantage.

A most important memorial has been sent to the Hebdomadal Council in favour of giving greater encouragement to the systematic study of economics and cognate subjects. The signatories (eighty-nine in number, including eleven professors, and many others whose opinions are of equal weight in regard to University studies) draw attention to the importance of economics both for business men and for administrative or other posts in the public service, as well as for ordinary citizens. They do not suggest either making economics into a new Honour School as an avenue to the ordinary degree, or increasing the importance of these subjects in the Honour Schools, where they already find a place. But they suggest that a new school should be established in these subjects, to be taken (as post-graduate study) by those who have already earned either the ordinary or the research degrees. This carefully considered and influentially supported proposal is certain to receive due attention from the Council; and it is much to be hoped that steps may be promptly taken to meet what is a very real demand, in regard to which Oxford has fallen behind other Universities.

Beyond these two questions, neither of which has reached the stage of statute, the only legislation (other than formal or minor changes of no general interest) is a statute to enable students from certain Colonial and Indian Universities, under specified conditions, to take the Oxford B.A. after two (instead of three) years' residence. Nothing in the German Universities is more sensible and convenient than the arrangements whereby the residence and study at one University can be counted for degree at another. We are far enough in England from anything like this; but the principle of the affiliated colleges statutes, and of the present Indian and Colonial statute, points in the same direction, and is entirely deserving of approval.

We do not often refer to college internal arrangements, which are held to be not fit subjects for public discussion; but the election of Mr. Ball to a fellowship at St. John's College calls for a word of comment. It is the removal, after a deplorably long interval, of what has been (in the view of all outsiders in Oxford) a state of things not creditable, and not to be found in any other college. No one would deny that Mr. Ball is the most important of the tutors at St. John's, and has been so for years: that at any other college he should have been left so long without a fellowship is, as every one knows, inconceivable. The mischief is repaired. No doubt efforts have been made before to repair it, but there has been some unseen obstacle.

The following special lectures are announced in the *Gazette*—several of them already delivered:—Prof. Hubert Parry on "Development of Music Style"; Prof. Wooldridge on "Various Italian Artists"; Prof. Bradley on "Shakespeare's Theatre"; Prof. Sanday on "Sacred Sites"; Prof. Sayce on "The Hittites in Cuneiform Inscriptions"; Bishop Baynes (late of Natal) on "The Present and Past Wars of Natal"; the Boyle Lecture, by Prof. Allbutt, F.R.S. (Camb.), on "Rise of Experimental Method in Oxford"; the Romanes Lecture (on June 7) by the Right Hon. J. Bryce, D.C.L., M.P., on "The Relations of Advanced and Backward Races of Mankind."

It is announced that four commissions in the Royal Artillery will be offered in July for competition by University candidates.

The regulations are printed in the *Gazette* for the Oxford Biological Scholarship at Naples—the scholar to be appointed by the Delegates of the Common University Fund on the recommendation of certain science professors. The scholarship is worth £150, and the scholar is to spend twenty-six weeks at Naples, and report on his work.

The following appointments are announced:—Prof. Love, D.Sc. (Queen's), to represent the University at the centenary of N. H. Abel at Christiania; to be Chairman of the Teachers' Registration Council, Prof. H. L. Withers, Owens College (Balliol); Mr. E. C. Marchant, M.A. (Trinity), to be official Fellow at Lincoln; Mr. Graham Balfour (Worcester) to be Director of Technical Instruction to Staffordshire County Council; Dr. Brereton Baker, M.A., late Scholar of Balliol, to be F.R.S.; Rev. W. H. Hutton, B.D. (St. John's), to be Bampton Lecturer; Rev. A. J. Carlyle, M.A. (University), to be Pro-Professor; H. E. Berthson, Hon. M.A., reappointed Taylorian Teacher in French.

Degrees:—M.A. by Decree of Convocation, H. N. Dickson (New College), Lecturer in Physical Geography; and A. J. Herbertson (Ph.D. Freiburg), Lecturer in Regional Geography.

University Prizes:—Ellerton Essay, W. R. Williamson, B.A. (Trinity); Stanhope Essay, A. E. Zimmermann, Scholar of New College; Gladstone Prize, P. M. Roxby, Scholar of Christ Church; Honourably mentioned, H. Sacher (New College), C. H. Noad (Corpus Christi College), D. Johnston (Trinity), K. H. Vickers (Exeter).

Chancellor's Prizes:—Latin Essay, no candidate; Latin Verse, H. L. Henderson, Scholar of Christ Church; English Essay, P. G. C. Campbell (Balliol); Newdigate (English Poem), E. A. Wodehouse, Scholar of Corpus Christi College.

Gaisford Prizes:—Greek Verse, E. W. M. Grigg (New College); Greek Prose, J. M. L. Watson (Oriel).

Somerville College Scholarships and Exhibitions:—Clothworkers' Scholarship (£50 for three years), T. De Sélincourt, for French (Streatham Hill and Notting Hill High Schools); Edith Coombs Scholarship (£50 for three years) in French, E. C. Jones (County School, Barry, Glamorganshire); Gilchrist Scholarship (£50 for three years), F. Lorimer, in Classics (Dundee and Notting Hill High Schools).

Exhibitions:—(£30 for three years) A. Sergeant (Hulme Grammar School, Oldham) for History; (£25 for three years) H. Jackson (Church High School, Derby) for Mathematics; (£20 for three years) Dora Hilgame (Dulwich High School) for History.

WALES.

The chief feature of Welsh education this month has been the installation at Bangor and Carnarvon of his Royal Highness the Prince of Wales as Chancellor of the University. Carnarvon was chosen by the unanimous vote of the members of the University Court as the place for this national ceremony. A strong claim had been put in for this honour by Cardiff and Swansea, among other places, but they both withdrew in favour of Carnarvon in order that the vote of the Court might be unanimous. It was generally felt that no more suitable place could be selected than the historic town with its historic castle—"the very home of the old spirit of national resistance of English sway and the centre of the old longing for national independence." "The town stands on the edge of a district famous for its old British encampments—the scenes of many a bloody fray between Briton and Goidel, Roman and Celt, Welsh and Dane and Norman, and in the long period of Welsh independence, from the Norman Conquest in 1066 to the fall of Llywelyn ein Llyw Olaf in 1282, Carnarvon has always been the home of the Welsh soldier and Welsh bard—the two agents who fanned the flame of resistance to Norman over-lordship." The ceremony of the installation in the pavilion at Carnarvon, which was witnessed by the ten thousand people who represented the aristocracy and the commonality of Wales, was in every regard an eminent success. Her Royal Highness the Princess of Wales was admitted to the honorary degree of Doctor in Music of the University, and a pretty touch to the proceedings was given when his Royal Highness the Chancellor took the Princess by the right hand and read the Latin form of admission. Principal Roberts then introduced one by one the distinguished ladies and gentlemen who were to receive honorary degrees. They were: The Chancellor of the University of St. Andrews (Lord Balfour of Burleigh), to receive the degree of Doctor in Legibus; the Chancellor of the University of Dublin (the Earl of Rosse), to receive the degree of Doctor in Legibus; Dr. Edward Caird, Master of Balliol College, Oxford, to receive the degree of Doctor in Litteris; Sir Richard Claverhouse Jebb, M.P., Professor of Greek in the University of Cambridge, to receive the degree of Doctor in Litteris; Dr. John Rhys, Principal of Jesus College and Professor of Celtic in the University of Oxford, to receive the degree of Doctor in Litteris; the Right Hon. Sir Rowland Vaughan Williams, K.B., P.C., Lord Justice of the Court of Appeal, to receive the degree of Doctor in Legibus. All these were greeted with applause as they came forward and were admitted by the Chancellor. The luncheon was given at Bangor, the site of the University College of North Wales. Lord Kenyon, the President of the North Wales College, presided, with his Royal Highness the Chancellor seated on his left, and her Royal Highness the Princess of Wales on his right. Earl Spencer proposed the health of "His Royal Highness the Chancellor." His Royal Highness, in responding, made a deep impression upon the guests. It was evident that the ceremonies of the day were to him not mere ceremonials, but were undertaken with a serious desire

to assist the object to which he so pointedly referred—the progress of Welsh education as a national movement. The ceremonies recalled the former occasion when the King, as Prince of Wales, was installed in the highest office of the University, and His Majesty has shown his appreciation of the ties which bind him to his Welsh *alma mater* by creating a new office and becoming her Protector.

Principal Griffiths of the University College, Cardiff, has made a liberal offer to the college of the valuable apparatus made and collected by him for the experiments made by him in heat, the value of which were recognized by men of science when he was elected a Fellow of the Royal Society. The authorities of the National Physical Laboratory have made an application for this apparatus, and, if the college at Cardiff cannot undertake to erect the research laboratory necessary for the use of this apparatus, Principal Griffiths will hand it over to the National Physical Laboratory. The wish of Principal Griffiths is that a research laboratory in physics should be founded in connexion with the University College in Cardiff, when to the apparatus which he now generously offers should be added the Lorenz apparatus which was erected by the late Principal Viriamu Jones, and with which he made his valuable experiments in determining the resistance of the ohm, and which has been presented by his widow to the college; that this laboratory should be called "The Viriamu Jones Research Laboratory" in memory of the late Principal, and that it should be open to all members of the University of Wales who may show themselves fit for research work, preference being given to those who have been students of the University College at Cardiff.

During the month of May an important meeting of science teachers in the Welsh county schools has been held in Festiniog.

SCOTLAND.

The number of Carnegie students for the present summer session and the amount of the fees paid on their behalf have now been reported to the executive committee of the Trust. A total sum of £12,019. 17s. has been paid for 1,536 students. The amount expended in the paying of fees for the whole academic year is thus £34,961. 13s. 6d., and accordingly there remains a balance of over £15,000 to be transferred from the fee-paying to the equipment side of the account. The number of Carnegie students who are matriculating for the first time this summer is 242, which cannot be considered large when it is remembered that most medical students begin their course in the summer session. On the other hand, of course, there is to be considered the fact that many medical students take an Arts course before beginning their medical studies, and accordingly no definite conclusion can be drawn from the figures as to the effect of the benefaction in increasing the number of students. It may, however, be of interest to note, for each University, the proportion and the number of Carnegie students this summer to the number last winter, and the corresponding proportions between the amounts of fees paid. These proportions are:—In Edinburgh, students about 72 per cent., fees about 58 per cent.; in Glasgow, students about 56 per cent., fees about 44 per cent.; in Aberdeen, students about 76 per cent., fees about 67 per cent.; in St. Andrews, students about 55 per cent., fees 38 per cent.

A small Committee of the Trust, consisting of the Earl of Elgin, Sir Henry Roscoe, and the Secretary, has been appointed to visit the various Universities for the purpose of getting further information regarding the statements of their needs which the Universities recently sent in. The report of this Committee will no doubt be useful to the Trust; but there is a fear that the time which the Committee is able to give to its inquiry may be insufficient for obtaining all the evidence which the University teachers may desire to give. Unless the Committee has ample time at its disposal, injustice to certain subjects is inevitable.

The movement for increasing the funds of University College, Dundee, has been remarkably successful. Subscriptions amounting to more than £24,000 have been received, and the debt on the college is thus extinguished, its share of the cost of the new medical buildings is provided for, and nearly £6,000 is available for the general extension fund, which it is hoped will now receive considerable additions.

The Scottish Education Department has issued an important circular, in which it indicates the general lines on which it proposes to institute a Commercial Certificate, and asks for the opinions of school authorities regarding its proposals. The circular points out that "the Merit Certificate and the Intermediate and Leaving Certificates recently instituted represent three well marked stages of general education," each of which might be taken as an introduction to a corresponding form of specialized instruction. So far as the Merit and Intermediate Certificates are concerned, the specialized instruction will usually be given in continuation classes or special institutions; but some amount of specialized instruction may also be given in day schools, and it is the work of the day schools which the department has in view in proposing to institute a Commercial Certificate. The question of specialized instruction for scholars who have taken merely the Merit Certificate is being considered by the Department; but, as regards this, no proposal is at present made. The Commercial Certificate is to be given after a course of special

instruction, which is to be begun after the Intermediate Certificate has been taken, and which is to extend over at least one year. The candidates must be not less than sixteen years of age on October 1 following the examination, and they must have been trained in a school which has "a regularly organized commercial department, the staff, appliances, and curriculum of which have been approved as satisfactory." The principal subject of instruction is to be a modern language other than English; but instruction is also to be given in commercial arithmetic, book-keeping, shorthand, and commercial history and geography. Candidates must pass in the higher grade in the Leaving Certificate Examination in one modern language, either as one of the subjects taken for the Intermediate Examination or subsequently, and they must also pass in the special commercial paper in that language. "Success in any grade of an additional language would be recorded on the certificate." In the approved curriculum leading to the certificate, specialized instruction in English will of course be included. Science and drawing ought to be included in the course of general education preparatory to the Intermediate Certificate. Up to the stage of the Intermediate Certificate "the only subjects admitted to the curriculum should be those which have a disciplinary value apart from the particular occupation which the pupil may intend to follow; on the other hand, the subsequent concentration upon distinctly commercial subjects may be expected to achieve results which could not be looked for were these subjects taken at infrequent intervals in a general curriculum extending over a longer period." Finally, the circular suggests that the Department may, at some future date, arrange for "a parallel course (with corresponding certificate) for the benefit of those pupils who on leaving school will enter a technical college, or will be engaged in technical or industrial occupations." With the Leaving Certificate as the point of transition from the secondary school to the University, the educational arrangements for primary and secondary schools would thus form a complete and definite system.

The Department has thus revised the opinion it expressed some time ago that commercial education is not to be promoted by the institution of new examinations. There will, no doubt, be difference of opinion regarding the details of the new scheme; but, considered generally, it has the great advantage of involving a much more complete organization of education, while, at the same time, it emphasizes the value of a good general course as the basis of all specialized instruction. An addition to the number of examinations is, no doubt, an evil, but it hardly seems possible to avoid it, and it may be hoped that the evil will be minimized by the obvious advantages of the new proposals. The success of the scheme will depend greatly on the extent to which the commercial community make use of the new certificates. If pupils and their parents find that the Commercial Certificate is a gain to them, a considerable step will have been taken towards solving the problem of modern languages in the Universities. For a greater demand will arise for teachers of these languages, and the Universities must provide the supply. But, if business men neglect the Commercial Certificate, it will become a dead letter.

The Glasgow and West of Scotland Joint Committee on Secondary (including technical) Education have sent a letter to Sir Henry Craik, in which they urge a change in the regulations for the new Leaving Certificate. They point out that the present arrangement of subjects provides for a classical group (English, mathematics, Latin, and another subject), and also for a science group (English, mathematics, science, and another subject), but that no corresponding provision is made for a modern language group, and they suggest that the grouping should be so modified as to permit of a "typical modern group, e.g., English, mathematics, French, and another subject." "Candidates for the Leaving Certificate may, indeed, as heretofore, choose French and German as two of their subjects, but in that case they must, according to the new provision, add Latin or science, thus charging themselves with a group which, on the present standards of examination, will entail a certainty of overpressure." The only alternative will be to drop a modern language, and in that case German will suffer.

IRELAND.

The examinations for Fellowship and scholarships in Trinity College, Dublin, have been proceeding during the past month. The most prominent candidates for Fellowship are Mr. Frazer (Mathematics) and Mr. Golligher (Classics). The other candidates are Mr. Alton, and two new competitors, Mr. Longworth and Mr. Webb.

The Board of Trinity College, Dublin, have taken counsel's opinion as to the legality of admitting women to Dublin University. The opinion of counsel obtained has decided that no legislation is necessary, that a King's letter would be sufficient to make the admission of women to degrees and teaching valid. It is not known if any further steps in the matter have been taken.

The Royal Commission on University Education in Ireland sat in London for the hearing of evidence during the week ending May 24. A number of prominent Irish people were examined. The Commission will hold their final sitting during the month of June in Dublin. It is not expected that the report will do more than recommend the reorganization of the Royal University and the establishment of teaching

colleges under it, as the exclusion of Trinity College from the terms of reference places any scheme involving Dublin University outside the scope of the recommendations of the Commission.

The Irish Association of Women-Graduates and Candidate-Graduates has now been formed, starting with a membership of over two hundred. The constitution of the Association includes a president, vice-president, and committee of twelve, with representative members for four Irish provincial districts, resident in those districts. Important matters will be submitted to the representative members (whose number is proportional to the number of members in the district), and their votes upon them will be counted with those of the committee. The objects of the Association are to secure the best advantages to women-students in Irish Universities, to bring University women into co-operation in all matters pertaining to their interests, and to maintain a register of those desirous of employment. The Association hope to lay their views before the Royal Commission during their June sittings.

The Rules and Programme of the Board of Intermediate Education for 1903 have just been published. They contain considerable modifications of those for 1902, partly to meet the serious criticisms the latter met with, and partly to remove some of the complications which rendered the first reformed scheme in some ways unworkable. The four examinations are still retained, but greater specialization has been introduced into the three higher grades. There are now four distinct courses, one of which each student has to choose—the classical course (English composition and literature, Latin, Greek, one mathematical subject, and two other optional subjects); the modern literary course (English composition and literature, two modern languages, one mathematical subject, two other subjects, one of which must be Latin or experimental science, and drawing); the mathematical course (English composition and literature), three mathematical subjects, and two other subjects, of which one must be Latin, and experimental science and drawing); and the experimental science course (English composition and literature, experimental science and drawing, one mathematical subject, French or German, and two other subjects).

Six subjects, with a percentage of 40, are still necessary for a pass, but in mathematics 35 per cent. will be sufficient for honours, and 20 per cent. for a pass on an honours paper. The number of set books has been much reduced in English literature, and the history of English literature entirely removed—the latter a serious omission. A new separate subject, history and political geography, has been added, and in it general European history has been introduced—a great improvement. It is, however, a drawback that only political geography connected with the period of history is given, general and physical geography being omitted in all but the Preparatory Grade, and also that Irish history (which every Irish child should know thoroughly) has been excluded from the two higher grades and from the Irish language courses. The courses are on the whole easier than those of last year, and in history, geography, and English literature are in fact too short. Irish is now made an honours subject. Music does not appear in the Programme.

The changes in the distribution of the school are the most important. The "Intermediate School Roll," with the payment of the grant on every pupil on the roll, whether he be examined or not, has vanished, probably because the scheme was found impracticable. By the new rules there will be a "normal school grant"—a capitation fee for each pupil who shall have passed the examination, which fee may be increased in the case of honour students. Besides this, there is the "bonus school grant," an increase of 10 or 20 per cent. on the "normal school grant," when the report of the inspectors is satisfactory, or highly so.

It cannot be said that these regulations are satisfactory. Except that the capitation fee is not calculated as so many shillings per hundred marks won by the pupils, we have the old evil system of payment by results back again. The bonus grant will not ensure the merits that good inspection should encourage. One or two honours pupils would earn the additional 10 or 20 per cent. more easily. Had the Board also laid down that the "normal school grant" would be wholly or partially withheld if the school did not satisfy the inspectors, it would be more efficacious. The provision that the exhibition won by a pupil may be applied to paying for his preparation during the previous year is likely to lead to the worst of the old evils, the speculative working up of pupils in the hope of future profit on them. It will always be impossible to award endowment on such a basis—the results of examinations—without producing evils and a defective kind of education. It is, however, possible that inspection may be made gradually of more importance, as it becomes possible to establish it on a good system. Six subjects, still required for a pass, is too large a number, and will continue to produce overwork, even if the examinations be made easy.

The Board have refused the request of the various educational associations that they should appoint a Consultative Committee composed of practical teachers, to whom they might submit important changes and their rules before publication for suggestion and criticism, and refused what seems to be an excellent proposal in rather a discourteous fashion.

During the month of May the Alexandra College Guild, composed of

(Continued on page 394.)

BLACKIE & SON'S BOOKS

FOR OXFORD LOCALS, 1903.

- Macbeth.** Edited by E. K. CHAMBERS, M.A. 1s. [Warwick Shakespeare.]
- Macbeth.** Edited by H. C. NOTCUTT, B.A. 8d. [Junior School Shakespeare.]
- Macbeth.** Edited with Introduction and Notes, &c. 1s. [The Picture Shakespeare.]
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past and present students of the college, held their annual conference, at which reports of the social and philanthropic work of the Guild were submitted, and very interesting papers were read by Miss Paget, Mrs. Tennant, Lady Coote, and Miss Ford.

SCHOOLS.

HIGHBURY AND ISLINGTON HIGH SCHOOL.—The annual prize-giving took place on May 2. Muriel Henderson (last year's head girl) obtained an entrance scholarship at Westfield College and the Reed Scholarship at Bedford College. She accepted the one for Westfield, and is now studying there. May Lewis gained full Certificate Universities Joint Board; five others first part of Certificate. London University Matriculation: four in First Division. Royal Drawing Society's full Honour Certificates, three. Other distinctions include two Diplomas, Royal Horticultural College, Swanley; Queen's Gold Medal for Design, Royal Female School of Art; Art Master's Certificate, South Kensington; Intermediate B.A., Andrews Scholarship for Classics, University College, London; B.A. London (three, one with Teacher's Diploma); B.Sc., London; Oxford Honours School in History, Second Class; Oxford Honours School in English, First Class.

HIGHGATE, THE GROVE SCHOOL.—Miss B. E. Gwyer, who went from this school to Lady Margaret Hall, Oxford, with a classical scholarship, in October, 1900, has just been placed in the Second Class in Classical Moderations.

MARY DATCHELOR GIRLS' SCHOOL.—The completion of a large gymnasium for the use of the school and of two Badminton courts in addition to the already existing arrangements for tennis, have given a stimulus to the interest of the girls in this school both in calisthenics and in games. A very good drill display was given in the large hall of the school on the last day of the Easter Term, and a similar performance took place in connexion with the annual reunion of Old Datchelors held on May 9. A studio has also been recently added to the school buildings. Like the gymnasium, it is the gift of the Clothworkers' Company, and is excellently equipped and fitted. Its influence is already seen in the increased interest of the girls in their art work. Additional help is being afforded to the practical study of botany by the laying out of a "school garden," which is intended to afford the girls facilities for the study of the development of plant life. The physical laboratory recently added to that for chemistry already possessed by the school is in almost constant use, and the interest of the girls in their science work is very marked. The school is to be examined, as usual, by the Cambridge Syndicate in June and July, and is also to be inspected in July by the Board of Education, in connexion with which the whole of the work in experimental science, mathematics, and drawing is being carried on.

MARY DATCHELOR TRAINING COLLEGE.—This college, which is one of the centres for the training of teachers in secondary schools recognized by the Board of Education, and included in the list of such places of training given in the draft Order in Council recently issued for the formation of a Register of Teachers, will be examined in July at the close of the fourteenth year of its existence, when the senior division students will present themselves for the Cambridge Teacher's Certificate. The most distinctive feature of the college this year is the size of its junior or preparatory division. The division consists of two sections, one working for the London B.A. degree, the other for the Cambridge Higher Local Honours Certificate. The work of the Cambridge section includes classics and mathematics, French, English language and literature, and history, ancient and modern. In September a class for logic will also be formed. All sections of the college—senior, kindergarten, and preparatory—meet weekly for criticism-lessons, and also for special lectures given by visiting lecturers. Since Christmas lectures have been given on Froebel's methods, and on the work of Pestalozzi, by Mrs. Turner (Miss A. J. Ward); on the teaching of Science, by Dr. Kimmins; on History and Literature, by Mr. H. E. Maldon, M.A.; and on Philosophy by Prof. Knight. Two former students of the Mary Datchelor College were presented for the B.A. degree at the London University on May 14; another has just been appointed head mistress of one of the provincial schools of the Transvaal, and sails this month.

PORTSMOUTH HIGH SCHOOL.—All the five candidates sent in for the Senior Centre Examination of the Associated Board of the Royal Academy of Music and the Royal College of Music were successful, one obtaining honours (piano). One Junior candidate also passed. Miss May Brice, from the Maria Grey Training College, has joined the staff this term.

ROSSALL SCHOOL.—Sir F. D. Lugard has been awarded one of the Royal Geographical Society's medals for this year. P. C. Phillips played hockey for Wales v. England. Term ended on April 3; we returned on the 29th. We were far more fortunate than most schools this spring in our health bill: work was little hindered by sickness. The sports were of unusual interest this year; larger fields entered than ordinarily, but no records were broken. Renton was sports champion, and Wilson's gained the greatest number of points and the challenge cup. A Moor Challenge Cup has been presented by five O.R.'s

(Continued on page 396.)

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for the quarter mile. On March 10 the school readings were held, and were far above the common in every way. On the evening of the 2nd we had a delightful entertainment, musical and comic. The memorial scheme has now been promised £800. In the last hockey match of the season we defeated Old Rossallians by 2 goals to nil. In football we have played 12 matches, won 5, and lost 7; the second XI have won 5 out of 6 matches. In the Senior League Cordner's just appear above Worship's; in the Junior, Christie's. A pretty controversy has been stirred up in the *Rossallian* by the letter of an O. R., urging the abolition of our peculiar form of hockey on the shore; a clear majority are against him. The Rev. Canon A. T. Wirgman, V.D., Chaplain at Port Elizabeth, who was at school here in the sixties, preached this term, and in private conversation delighted his hearers by many quaint remembrances of his school-days.

SHEPTON MALLET GRAMMAR SCHOOL.—Mr. Herbert Hatch, B.Sc. (Vict.), has been appointed assistant science master, *vice* Mr. S. Slefrig, B.Sc., resigned.

STAMFORD HIGH SCHOOL.—The Local Centre Examination of the Royal Academy and Royal College of Music was held for the first time at Stamford on April 7. The following pupils of Fräulein Stellwagen were successful in passing the examination:—Senior Grade: M. E. Camm, E. M. Stapleton, F. M. Furley; Junior Grade: E. Smalley, A. Vergette.

UNIVERSITY COLLEGE SCHOOL.—W. McNaught has gained a Mathematical Exhibition at Worcester College, Oxford. The Old Boys' annual dinner took place on May 14 at the Hotel Cecil, Mr. Augustus Prevost, Governor of the Bank of England, in the chair. The annual school sports took place at Stamford Bridge at the end of last term. A. D. Gaye has won the Quarter-Mile Public Schools Championship.

PRIZE COMPETITIONS.

The Translation Prize for May is awarded to "Gwen." *Proxime accesserunt*: "Corbar," "Luz," "Gänseblume."

The Extra Prize for May is awarded to Miss Maud F. Brown-Westhead, Lea Castle, Wolverley, Worcestershire.

The winner of the Translation Prize for April is Miss Mary Margaret Ridley, Intermediate School for Girls, Cardiff.

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Wir sind des Herrn, der einst für alle starb!
Wir sind des Herrn, und werden alles erben!
Wir sind des Herrn, der alles uns erwarb!

Wir sind des Herrn! so laßt uns ihm auch leben,
Sein eigen sein mit Leib und Seele gern,
Und Herz und Mund und Wandel Zeugnis geben,
Es sei gewislich wahr: Wir sind des Herrn!

Wir sind des Herrn! So kann im dunklen Thale
Uns nimmer graun; uns scheint ein heller Stern,
Der leuchtet uns mit ungetrübtem Strahle;
Es ist des Gottes Wort: Wir sind des Herrn!

Wir sind des Herrn! So wird er uns bewahren
Im letzten Kampf, wo andre Hülfe fern;
Kein Leid wird uns vom Tode widerfahren,
Das Wort bleibt ewig wahr: Wir sind des Herrn!

By "GWEN."

We are the Lord's, let life or death befall us!
We are the Lord's, Who death for all endured!
We are the Lord's, an heritage before us!
We are the Lord's, Who all for us secured!

We are the Lord's! to Him then let us tender
Body and soul in willing service free,
And heart and lips and life their witness render,
That this indeed is true: The Lord's are we!

We are the Lord's, so can no fear affright us,
Tho' dark the vale; for one bright star we see,
Whose ray undimmed doth ever lead and light us;
That ray the Word of God: The Lord's are we!

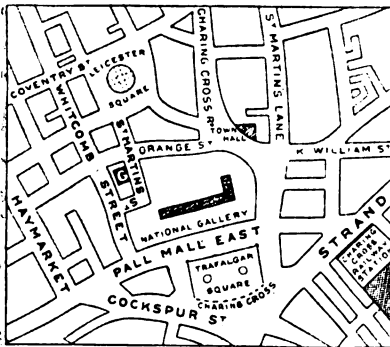
We are the Lord's! He will protect us ever
In our last strife, when other helpers flee,
Then death itself, we know, can harm us never,
That word is true for aye: The Lord's are we.

(Continued on page 398.)

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THE CARNEGIE TRUST IN OPERATION.

SO important are the educational experiments of the Carnegie Trust, and so far reaching in their potential effects, that the working of the Trust up to date deserves careful scrutiny—all the more so because primal precedent is only too apt to crystallize into hard and fast permanence unless the searchlight of criticism be promptly turned on its operation. Of the two departments of the Trust expenditure, that dealing with University equipment is generally conceded to be the more important. But, until more definite information is before the public as to the intentions of the Trust, criticism is best deferred. With regard to the plan of fee payment, it is now possible, more particularly with the aid of the first report, to glean some idea of how the magnificent innovation is going to work out. The trustees and the Trust officials deserve every credit for the promptitude of their initiative and the general smoothness of their arrangements. Necessarily some of the guiding principles adopted are tentative, and the Trust has already showed its willingness to accept modifications by consenting (very properly) to the inclusion of the veterinary colleges within the scope of the benefaction. This article directs attention to some points, not all of them minimal, which deserve further reconsideration.

One trivial point that has caused annoyance altogether beyond its importance requires Mr. McCormick's attention. The first Trust documents were sent out, like bucket-shop circulars, in envelopes endorsed outside in flamboyant crimson type, and open to every prying postmistress and inquisitive landlady. This seems hardly in accordance with Mr. Carnegie's expressed wish for privacy, and perhaps the secretary will see to it, when his first stock of stationery needs replenishment, that the halfpenny coloured envelopes are replaced by the more modest penny plain.

"Plus ça change plus c'est la même chose" is likely to be the first verdict on the Universities after their transformation. The fee subsidy is likely to prove less revolutionary than the 1892 Ordinances. The Scots student of tradition who perhaps (to borrow a pleasant phrase from Mrs. Oliphant) "had outgrown the parish school, and while hoeing the potatoes or digging the peats, had dreams of Glasgow college and the world," and whose adventure into the humanities was a conquering expedition over circumstances, survives chiefly to be exploited in fiction for the delectation of the Southron. A successor, more adapted to modern requirements, has been evolved, whose extreme efficiency in the examination room more than counterbalances his diffidence outside the routine of the frock-coat careers. The number of students has increased by a percentage so small as to be insignificant. But organic change is a plant of slow growth. It is easy to see that nine-tenths of the first beneficiaries would in any case have been attending classes the first winter. To cavil at their application would be uncharitable and misleading. The philippics of Principal Story may safely be discounted. The geographical location of the Scots Universities allows them to tap directly more than half the artisan population of Scotland, and this they have always done with success. To the relative poverty of the "poor professional class," especially those in the country districts who have to board their children away from home for education, the Trust will afford an appreciable alleviation. To take that profession alone whose statistics of income are most easily accessible, the stipends returned in the *Scottish Church and University Almanac* show that how the majority of country ministers manage to keep up appearances and educate even an average-sized family as they do is a sociological puzzle. But, because the expenditure in fee payment only amounted to £22,941 the first year, it would be premature to conclude that a marginal saving of £30,000 is likely to be transferred every year to the equipment fund. Allowance must be made for individual changes of plan and adaptations of school curricula to become manifest, and it is not improbable that the demands of the Trust will creep up perceptibly year by year. The Trust revenue is fixed, but the demands of Scotland in the matter of cheap education are very elastic. If Scotland were self-sufficient unto itself, there would be a natural check of the irruption into the professions, but, as it has an immediately inexhaustible outlet in the Empire of which it is a part, there seems every feasibility for driving a tremendous trade in the export of cheap and efficient professional labour. Clearly this is Scotland's

gain, even if it does further embarrass the Southron parent's problem of what to do with his sons. So far as home-staying Scotland is concerned, the most widely diffused advantages seem likely to be those accruing from the immense potential increase in the number of educated women. As a bridge between the schoolroom and marriage, the Universities will meet a long-felt middle-class want.

The qualifications demanded by the Trust as to connexion with Scotland are commendably liberal. The return of the native, drawn by the lode-star of his new birthright, is not likely to fail when the proof of his nativity consists in showing that at least one of his grandparents was Scotch. It is even possible that the soft option of two years' attendance at a Scotch school may come as a boon to half-pay legionaries, literary men, and straitened *rentiers* of origin other than Scotch who have children to educate, and will make Scotland a desirable halting-place for the peripatetic branches of the Civil Service.

With regard to the preliminary "proofs of capacity," the Trust has followed the standard of entrance laid down by the 1892 Ordinances for each faculty. The sweet reasonableness of this proposal is purely superficial. Entrance requirements are far from uniform. The danger of putting an undue premium on one faculty to the disadvantage of the others, and to the detriment of the normal balance of careers, has not been fairly faced. For the Trust to avoid an undue diversion of young brains into paths which may be a will-o'-the-wisp to them and the country is not easy, but to hold the balance even between the careers it does control is perfectly practicable.

A comparative study of the Trust statistics yields some interesting information. Out of a total disbursement of £22,941, the faculty of medicine claims £10,585, while all the other faculties together net £12,356. When the figures for the forthcoming summer session fall to be included, it will be found that medicine will absorb more than half the annual expenditure of the Trust fee fund. As the detailed statistics of attendance in the various faculties given in the current University calendars refer to 1900-01, and the Carnegie Trust figures to 1901-02, it is not possible to work out exactly the ratio in each faculty between the total number of students in attendance and the number of students receiving assistance. But, as the attendance does not vary much from year to year, and as the increment in attendance for the present year has been already authoritatively stated to be not great, amounting only to an increase of 155 at Edinburgh and 21 at Glasgow, it is easy to arrive at a rough approximation. As regards theology, the result is rather startling. The number of theological students on the books of the Trust appears to outnumber the total number of theological students in the Universities a year ago. Unless the fees of classes in the Free Church colleges are paid (and of this the returns make no mention), the deduction is inevitable that the well-to-do classes have practically abandoned the Established Church as a career for their sons. The medical faculties attract more non-Scottish students than any of the other faculties. In Edinburgh, last winter session, out of 1,403 students (which total leaves out of count over ninety women), 623 were from Scotland, 323 from England and Wales, 234 from British Colonies, 117 from Ireland, 77 from India, and 29 from foreign countries. Excluding the non-Scottish students at Edinburgh, and accepting the full totals for the other Universities, there emerges the conclusion that about 55 per cent. of Scottish medical students avail themselves of the Trust. It is unexpected to find the ratio of beneficiaries in arts a smaller one. Even the exclusion of the training college contingent (121 strong) does not wholly explain the disparity. About 42 per cent. of the students in arts have their fees paid by the Trust. The percentage of women arts students at Glasgow requiring aid is strikingly small. Science students seem still less privileged, for only about 27 per cent. of them profit by the Trust. But it is with regard to students in law that the most astonishing result is reached. There are about 600 matriculants in the law faculties. Of these only 56 have surmounted the barrier of the Trust requirements, being rather under 10 per cent.

It is an anomaly worth noting that, while it costs £5,292. 4s. to pay the fees of 381 medical students at Edinburgh, it costs only £1 more to pay the fees of 508 medical students at the other three Universities. The difference is mainly due to the fact that the usual fee for a curriculum lecture course in medicine at Edinburgh is £4. 4s., as against £3. 3s. over the rest of Scotland. Now that they know their necessitous

students are provided for, there is nothing to prevent the other medical faculties raising their charges by a guinea per class, a pleasant prospect for the independent parent. It is not likely Aberdeen, Glasgow, and Dundee will acquiesce silently in Edinburgh pocketing a 25 per cent. premium on the fees of every medical student. The 1892 Act imposed a uniform tariff of examination fees on the four Universities (one clause of which has been steadily infringed by Edinburgh University under the guise of re-examination fees on a scale which the Act never contemplated), and the fee list is also similar with the single exception of the Edinburgh faculty of medicine. It is desirable that this anomaly should be rectified, and the Carnegie Trust are obviously in a suitable position to press for some *modus vivendi* between the four Universities.

The most dubious line adopted by the Trust has been the avoidance of any attempt to define the minimum acquirement essential to University aspirants with a view to insisting on the same irreducible minimum from entrants in any faculty. Owing to the want of a common matriculation examination—rumour believes in the impending rectification of this defect—the Trust may well be pardoned for treating the initiatory year as exceptional, and recommending a temporary adherence to the discordant system of entrance tests in vogue. But such acquiescence should be clearly understood to be provisional. Consider the entrance exactions for the different faculties. Divinity is usually a post-graduate course, and all entrants must at least have attended an Arts course. The standard of entrance in the other faculties is primarily fixed by the Leaving Certificate examinations (with the ancillary test of the University Joint Board). For the curriculum in Arts the preliminary test comprises passes on the Higher Grade in mathematics, English, Latin, and a third language. The Science Preliminary is similar, with the option of substituting a modern language in lieu of a compulsory Latin. In Law the test is still stiffer. Only graduates in Arts are admitted to the LL.B., and for that unsuccessful innovation, the B.L. degree, not only must the Arts Preliminary be passed, but three subjects of the Arts curriculum on the M.A. standard as well. In glaring contradistinction to all this severity is the Medical Preliminary examination. Lower Grade passes in mathematics, English, Latin, and a third language suffice. This laxity is the root of the whole difficulty. In theory a year should elapse between passing four subjects on the Lower Grade and passing them on the Higher Grade. In practice the vast majority of pupils take from eighteen months to two years to complete the higher standard work.

This anomaly is not exactly the fault of the Universities. There are more complaisant medical schools elsewhere which, if the entrance exactions in Scotland were raised, might doubtless prove more attractive to a few of the Colonial and English students now instructed here. But, with the growth of well equipped medical schools at their own doors, their gradual defection is, as the last Edinburgh General Council report pointed out, but a matter of time. It is the General Medical Council, which is the real stumbling block. The Council is chiefly representative of a number of competing licensing bodies whose interest lies in obtaining a maximum of students for a maximum of time. How to steal the bread out of the mouth of the secondary schools is one of the problems this Council spends its life in solving. After having done good service in rescuing the medical profession from an intellectual slough of despond, the Council has itself got stuck in the mud. It seems to have exhausted its conciliation of the licensing bodies by arriving at a literary standard which is lower than the lowest group Leaving Certificate which will be granted in Scotland whenever Sir H. Craik's new circular comes into active operation. Meantime it devotes its energies to boycotting the English and Scottish Colleges of Surgeons for recognizing at last the sound and statesmanlike view that schools are the proper seminaries for the scientific alphabet. The thanks of all friends of Scottish education are due to Sir W. T. Gairdner, who, faithful among the faithless, has held tenaciously to the opinion that the real business of the medical colleges is to teach medicine with its anatomical and physiological bases, and not the rudiments of physics and chemistry, any more than the rudiments of Latin and arithmetic.

Obviously to raise the entrance requirements in medicine for every one is outside the province of the Trust. As a matter of fact the practice of undercutting the market in the matter of preliminary requirements has been a far from negligible factor in the rise of the Edinburgh Medical School. Sir William

Hamilton's stage thunder of half a century ago echoes still: "whether the Medical Doctorate was to be still further eviscerated of all literary qualification. . . . The medical aspirant who finds himself from want of Greek unable to rise into a Dublin apothecary is obliged to subside into an Edinburgh physician. . . . Medicine has ceased in Scotland to be a learned profession." But there is nothing to prevent the Trust demanding from applicants in medicine the same proofs of capacity as their contemporaries in other faculties.

Leaving out the Church, which superadds theology to arts, it must be remembered that the only two ordinary careers where the University curriculum is self-sufficient are secondary school-mastering and medicine. This is itself an inducement to study medicine, since the market price of mediocrity is higher therein. Most other openings do not dispense with apprenticeship, and owe a first allegiance to bodies outside the University. Students going to the Scots Bar usually graduate. But a glance through the Stamp Office list shows that four-fifths of the solicitors in Scotland do not. Practically all of them have attended the University. Until recently this attendance was compulsory, and the tradition is still followed. To exclude the majority of law students, as the Trust is doing, for failure to comply with the present preliminaries to a Law degree is pedantic. Every prospective law agent has to pass before his own Board a second general knowledge examination equivalent to the Arts Preliminary, save only that for the fourth subject in the Arts examination book-keeping is substituted. Furthermore, the Law degree is not on all fours with the Medical, inasmuch as the Law degree is a luxury entirely outside the ordinary course of qualification for the profession. Unhappily the Trust regulations are so framed as largely to warn off the course students whose professional traditions make a practical apprenticeship the primary part of their training, and lecture-room knowledge a subsidiary superstructure, in favour of those whose inclinations and opportunities are more sequestered and academic.

That technical and commercial education should no longer be considered the mere step-daughters of Minerva was understood to be one of the main motives of the benefaction. The Universities have but one link with organized commercial education. The Institute of Chartered Accountants has made it incumbent on apprentices to take out the classes of Scots law and conveyancing. The step shows liberality of view, though it does expose the apprentices to lengthy disquisitions on such extraneous subjects as criminal law. Before indenture accountants pass a general knowledge examination, rather easier than the Medical Preliminary. If it is desirable to bring such careers in closer touch with academic life, the fact of apprenticeship experience might surely be counted for righteousness. Here is the first nucleus of the desiderated Faculty of Commerce. Yet such students are thrust aside because they have no intention of taking a Law degree.

Of all the institutions whose students deserve the relief from the burden of fees the inadequately endowed technical colleges meet most directly the clamant needs of Scotland. Consider the Glasgow and West of Scotland Technical College, which only awaits the awakening of Glasgow to its responsibilities to become the chief technological faculty of the Empire. The study for the diploma is quite up to the usual standard for a University qualification. Yet the few students taking the ordinary day diploma courses for the A.G.T.C. have been ruled out. Some have been simply juggled out inasmuch as their diploma course will be counted for two-thirds of the Glasgow B.Sc., provided the University Preliminary in science is passed, and it is usual for the technological student to take this additional general knowledge examination after, rather than before, his Bath Street course. The general knowledge examination of the college compares not unfavourably with the Medical Preliminary. But surely it is a further proof of suitability, which only pedantry could fail to recognize, that many of these students have served the usual five years' active apprenticeship to their calling, and most of them have at least gone through considerable part of their workshop training. In a footnote to the reprint of his address at the British Association Glasgow meeting, Prof. John Perry remarks: "In spite of enormous loss continually going on through the ignorance of English-speaking engineers (I know of most dreadful examples), the great majority of English-speaking employers of engineers believe the unscientific English engineer to be preferable to the finished polytechnic engineer. As an employer, I myself used to feel

very undecided." Dr. Perry is an ardent advocate—none more so—of the scientific training of the engineer. But he recognizes that practice and theory take some reconciliation, and that too exclusive reliance on theory is an even worse state of affairs than rule of thumb. Now the Trust regulations put a premium on the polytechnic kind of man. However regrettable the fact may be, however much it may reflect on our chaotic system of education, the fact must be weighed that the vast majority of engineering students are not prepared at present to master their trade in the shops and at the same time meet their more bookish fellows on a literary level in the examination room. In a speech the other month M. Leygues, the French Minister of Public Instruction, justified his policy by the remark: "The *lycées* and the faculties must not be thrown open to all; for to do so would be to create a mass of educated men fit for nothing." Scotland is more fortunately situated in this matter, since the high road to England is always before our surplus intellectuals. Still the Carnegie Trust, if not wisely managed, does stand in danger of doing national disservice.

Now it is with regard to our ordinary technical students that the risk of fostering *déclassés* is least, and it is upon such men that the curse of literary examination weighs most heavily. It is not at all illogical, while pressing for the abolition of the present preferential tariff discriminating medicine from the other old-established professions, to advocate some relaxation of the literary demands which debar the vast majority of Scottish technical students from the advantages of the Trust. Men who are serving, or have served, an apprenticeship to some craft should not be handicapped at scratch along with their more leisured competitors. Apprenticeship is itself a valuable education, and should be counted as such. Even if it were not so, a strong case on the lines of Mill's "infant industry" argument could be made out for this advocated departure from educational free trade. If the present standard of the Medical Preliminary examination is to be retained as a minimum qualification, it should only be allowed to apply to students of the type here indicated, and the diplomas of the technical colleges should be admissible in themselves as a sufficient goal at present for the average applicant. One of the sanest addresses on the possible operations of the Trust—that of Prof. W. M. Ramsay, of Aberdeen—drew a parallel between the educational systems started last century in Greece and in Bosnia and Herzegovina. Supporting his contention that education still tends to be too pre-eminently literary, this distinguished scholar pointed out that modern Greece had gone from bad to worse chiefly through its literary exclusiveness in education, while Bosnia and Herzegovina, proceeding on opposite lines, had not only become more prosperous, but had even then not lost the appreciation of ancient literature, since there were always plenty of persons naturally inclined to such studies. It is to be feared that the Carnegie Trust treatment of the technical colleges smacks not a little of modern Hellenism.

The hundred and one other issues which the Carnegie report arises would lead one too far afield. "Quis custodiet ipsos custodes?" How is the Trust to know its students are getting value for the money? At least we may expect it, since "equal rights" are the mode of the moment, to see that its *protégés* are treated alike, and that such malpraxis as the shabby treatment of women medical students at Glasgow is disallowed. But it may be pointed out that the working of the Trust already emphasizes, and will emphasize still further, that it is not possible with comfort to pour new wine into old bottles. The times are ripe for a new Universities Commission. Indeed it is a question whether provision should not be made for a Revising Commission every ten years, so omnipotent does the dead hand become in education and so fatally paralyzing. The last Commission did a magnificent work in sweeping away anachronisms, but it did not know where to stop, and evolved a monumental compendium of red-tape ordinances full of commandments of this type: "Thou shalt not study A unless thou hast also studied B, and intendest to study C, and hast passed a preliminary examination in D." The Ordinance which moors Honours students in Philosophy to a special examination in Greek in addition to their ordinary degree subjects (which may not include Greek at all) has at last proved irritating enough to induce the Scotch teachers of philosophy to petition for its removal. It is a type of the many scholastic pedantries in the Ordinances. In the *Fortnightly Review* for December, 1900, appeared an article by Dr. William Wallace, which quotes a

list of suggested reforms obtained from a distinguished scholar who had held a chair in Scotland. One item was the suggestion that attendance on specified compulsory lecture courses should no longer be an essential condition of admission to degree examinations. This is a *sine qua non* of serious reform. The best short statement of the argument for lecture-room compulsion occurs in an early address of Huxley's in the collection of educational essays brought together in 1867 by the American educationalist, E. L. Youmans. But Huxley drew his facts from the Royal College of Science, where circumstances were vastly different from the Scots Universities and classes reasonably small. Even there has recently been an undignified squabble with dissatisfied students in metallurgy. The personal element in teaching will always be secure, and does not need bolstering up by any narrow monopoly. The case against the present system is, in part at least, set forth with tolerable effect by Dr. Ernest E. Greville, of Edinburgh, in his three recent essays on "The State and the Student," the most pungent critique of Scots University officialdom since the "Glasgow University Pamphlets" of the eighties.

Professors should not be exempt from the stern but efficient rule current in most departments of life, that, if a man's work is not as good as his rival's, his clients fall away. As Dr. Greville says: "Where we found a lecturer with the special gift of exposition he would never lack an audience." The lecture-rooms of the University, which stand vacant for most of the day, should be open to any graduate who desired to teach. The collections of specimens and apparatus should not be sacrosanct only to the professoriate. The biggest blunder both of the 1892 Commission and of its predecessor (which gave the proposal closer examination) was the declinature to sanction the acclimatization of something like the German *Privat-docenten* system. It is a great drawback to the beneficial working of the Carnegie fee fund that it threatens to rivet the fetters of Scots dependence on pontifical professorial prelections still more closely, while it tends to bribe away from the extra-mural lecturers in medicine (the only faculty where there is any approach to free trade in University teaching) some of the attendances formerly given by pupils studying for the medical licences, and attracted by the cheaper fee-scale fixed for them. How successful the competitive system may be even under the present hampering restrictions can be seen from Edinburgh. If it were not for the seventy extra-mural lecturers, the reputation of Edinburgh as a teaching centre in medicine would collapse to-morrow like a pricked bubble.

REVIEWS AND MINOR NOTICES.

The Student's Handbook of Stratigraphical Geology. By A. J. JUKES-BROWNE, B.A., F.G.S. (Price 12s. net. Edward Stanford.)

Students of all ages will welcome this handy volume; the undergraduate will take it as his guide on his first geological tour, and will not think it too heavy for his knapsack in the Isle of Wight or in the Lake District; the student of maturer age who has learnt by long experience how impossible it has been hitherto to get any trustworthy and readily accessible information as to the geology of any place to which health or pleasure may take him will certainly find room for it in his portmanteau; the more than mature will sit over the fire with it, or under the shady elm, and will rejoice over the wonderful development of stratigraphical knowledge since the days when he wielded pick and hammer on Lower Greensand and Lower Silurian; he will read that "the cumbrous designation of Old Red Sandstone should be relinquished"; he will be heard to mutter: "Vectian," "Selbornian," "Ordovician," "Valentian," and then, like the Lotos-Eaters, "all at once he'll sing":

May the devil run through't
With his cloven foot!
Give me the good old strain,
And the English pith
Of old William Smith;
We shall ne'er see his like again!

But he is only an old grumbler.

Beginning with a short introductory chapter and about thirty pages of admirably clear matter on the origin and succession of species and the classification and correlation of rock groups, we come to a very useful chapter on "The Literature of Historical Geology," maps, stratigraphy, palæontology, palæogeography, which was much needed, and for which many will be grateful. Then we plunge into the body of the book.

It is not any exaggeration to say that there is no single rock group of any importance, from the lowest pre-Cambrian of Lewis to the latest of post-glacial gravels, which is omitted from these pages; no smallest part of the country concerning which information is not to be found in them.

For example, in chapter vii.—"The Cambrian System"—we have, first, a short account of the Sedgwick-Murchison dispute, then a section on "The Life of the Silurian Period," with a catalogue of the principal characteristic species, and about two dozen figures illustrating it. This is followed by the stratigraphical part, which is the principal part of the chapter, in sections headed South Wales, North Wales, Midland Counties, Lake District, Scotland, Ireland, Continental Equivalents. Finally, we have a page on contemporary volcanic rocks, a couple of pages on the physical geography of the period, and a list of the original works quoted in the text. There are very clear geologically shaded maps of part of Pembrokeshire and of North-West Wales, and six sections across these and other Cambrian districts. A page is given to a most useful table, showing the correlation of the rocks in the different districts.

Thus, in thirty-six octavo pages the student will find what he would otherwise have to search for through many volumes and through endless numbers of magazines and journals.

Nor is Mr. Jukes-Browne content with merely stating in a general way that rocks of Cambrian age, more or less comparable with those of North Wales, are to be found in other districts, such as Shropshire and Warwickshire; he condescends to special, and almost minute, local information. The extract given below, greatly abbreviated, from page 87, will show what we mean:—

Passing again to Nuneaton, we have what appears to be a complete succession of beds without break or faulting—(iii.) Upper or Merevale Shales; (ii.) Middle or Oldbury Shales; (i.) Lower or Purley Shales. The fauna of the Purley Shales is comparable with that of the *Conorophye exulans* zone of Sweden, which belongs to the *Paradoxides* division, and homotaxial with our Menevian series. The Oldbury Shales are comparable with the black shales of Malvern and the lower Dolgelly beds. The Merevale Shales appear to represent the lower part of the Shinetun Shales and of the Malvern grey shale. No horizon comparable with the mass of the Lingula flags has been recognized; but this may be due to the scarcity of fossils in the lower part of the Oldbury shales.

We have taken as our example of Mr. Jukes-Browne's method the chapter on the Cambrian system almost by chance; any other chapter would illustrate it equally well. What he has done for one system he has done for all, and he has done it equally well. The book is an English book, and naturally treats chiefly of British rocks; but the rocks of the mainland come in for their share of notice, as we have seen in the case of the Cambrians, and they are even more fully treated of where, as with the Trias, the Continental series are taken as the standard with which our own are compared. But, of course, the Continental areas are far too extensive to admit of such minute description as is given to the British areas.

We, unfortunately, cannot close our notice of this most delightful and instructive book without a grumble or two. On page 16 we are reminded that Primary, Secondary, and Tertiary may be used as *time-words* equivalent to Palæozoic, Mesozoic, and Cainozoic; and on page 458 we find the heading: "Tertiary or Cainozoic Time." But we do not find any similar headings for the older eras, though at the beginning of chapter xiii. we read: "With the close of the Permian period the last remnants of Palæozoic life became extinct in the British area." And must English geologists of the future use the words "Palæogene" and "Neogene," signifying the older and the newer kind of Tertiary life? They surely by nature signify no such thing, and the "Palæogene Cainozoic" looks queer, to say the least of it. But "Hantonian" and "Icenian" are little better. Mr. Jukes-Browne must find the right words.

It is a pity that the vulgar misprint of *Productus* for *Producta* is perpetuated in this volume. It is not known when the mistake first arose, nor why *Voluta*, *Purpura*, *Limnea*, *Neptunea* have

escaped the same fate. It will probably be long before a fresh edition of the book appears—the labour of preparing one would be immense; but, when the time comes for it, we hope, for the sake of all history and of all grammar, that the correction will be made.

And, finally, we shall hope for an index of places; it would add greatly to the convenience of the student, as also would an index or a list of the maps and horizontal sections.

A History of English Literature; 600 to 1900 A.D. By E. ENGEL. Translated from the German. (8¼ × 5½ in., pp. xii., 491; price 7s. 6d. net. Methuen.)

This is a very uneven and, on the whole, a disappointing book. A great part of it is so well informed and shows such critical skill and sound appreciation that one is charmed as one reads; but a great part also is so poorly informed and is so uncritical and unappreciative that one wonders that any one should have cared to print such lame and impotent judgments. This is the more disconcerting in that the book is written for German and not English readers, and is liable to prove very misleading. The fact that it is written for German readers no doubt accounts for the constant dragging in of Goethe's opinion on all possible occasions—which ends by being tiresome. Great as Goethe was and in so many ways, he is not a recognized authority on English literature, and his pronouncements have not always stood the test of time.

Let us begin with the excellences of the book. The opening chapter provides a fairly satisfactory appreciation of "the character of English literature." Then the book proper begins. The period before Chaucer is treated briefly and somewhat as an introduction to what is to follow. But Chaucer himself and his writings are ably and sympathetically dealt with; while what is said of Chaucer's contemporaries is on the whole well said, though very briefly. There follows a brief account of what is called "old English national poetry"—for *national* we ourselves would read *popular*—namely, the more or less old ballads. The appreciation of their character and value is sympathetic and clear-sighted, and the examples given are well chosen. Satisfactory, and in the main good, also are the following chapters on "The Old English National Drama" and "Classical Antiquity in England." This brings us to the time of Shakespeare; and we are given three chapters, one on Shakespeare's predecessors, a second on Shakespeare himself, and a third on Shakespeare's contemporaries. Of the first and the third there is not much to be said; but that on Shakespeare, though far too long (sixty-three pages), is the gem of the book. It is, on the whole, well informed, and is intelligent and not too laudatory; moreover it is refreshingly free from that fancifulness and over-laboured interpretation which spoil so much of the best German criticism on Shakespeare. (We note by the way that Prof. Engel thinks very highly of Georg Brandes' "William Shakespeare." The Danish Professor's work is not nearly so well thought of by English scholars.) Take it for all in all, this chapter of Prof. Engel's is a good piece of work. But after this we get into shallow water, and are constantly running aground on reefs and mud-banks.

At the end of the Shakespeare chapter Prof. Engel finds that he cannot keep himself off the stupid Bacon-Shakespeare controversy; and he gets so angry and indignant over it that it is with difficulty that he allows any merit to Bacon at all—except a certain amount of learnedness and sententiousness. He finds him "the most prosaic, the most insipid, and the most pedantic" of all the better known writers of the sixteenth century, "even prose writers." This last phrase is significant—for Prof. Engel evidently has little interest in prose writers, and treats them all briefly. Some of his most marked deficiencies of appreciation are shown in connexion with them. (By the way, there is a mistake in Shakespeare's sonnet quoted on page 228.) Really, Prof. Engel must study his Bacon more carefully, and he should not quote Macaulay's Essay as an authority. It is one of the most faulty and grotesque productions of that vigorous writer. But at the same time, when revising, he might acquire some correcter information about "the notorious English Sunday, with its . . . crowds of drunken men and women in the gutters of the great towns." The description is picturesque, but untrue, and reminds us too forcibly of the general misrepresentation of England and things English so common in German newspapers.

But there are many other inept statements and ignorant critical opinions which Prof. Engel must reconsider and correct if ever he wishes to be considered an authority on English literature, at any rate on this side of the Channel. We will mention a few of these before concluding.

Here is one of the things which will not do. "Comus," we are told (on page 256), "is a graceful dramatic idyll, abounding in lyrically coloured descriptions, but of no higher poetical value; it is certainly the poem which least of all exhibits Milton's distinguishing characteristic. Nor can his 'Lycidas' . . . lay claim to permanent importance." And this is all that is said about them. O shade of Johnson! Again, Pope is in general poorly and sneeringly treated; and Gray's "Elegy" "cannot be regarded as poetry" (page 329). Things are a little better when we come to Byron; though the praise is exaggerated and often indiscriminating. The "beautiful musical diction" of Byron's lyric poetry is not one of its most striking characteristics to an English ear. To the Professor it "appears unspeakably comic that even at the present day people in England should be seriously inquiring 'which is the greater, Byron or Wordsworth?'" (page 367). Byron's greatness rests, we are told, on his life and his works. We do not remember anything of the nature of greatness in his life—except the ending of it, which, moreover, was affecting rather than great. We cannot, of course, expect any one not English to appreciate or even to understand Wordsworth. Prof. Engel certainly does neither. But it is somewhat startling to find that he cannot bring himself to admire Coleridge's "Ancient Mariner"—he finds the contents and the handling "so poor, so bald." Shelley fares much better, and the praise given him is, as a whole, discriminating and rightly placed; but the reference to his marriage and Harriet's death (page 387) is, to say the least, disingenuous. Of Tennyson the author has little good to say. "Not a line of Tennyson's numerous poems on Arthur will survive. . . . He was the inventor and most influential writer of immoderately long pieces of rhythmical prose without any pretence to art" (page 422). This we can only imagine to be a reference to Tennyson's blank verse. Of "Maud" and "The Princess" all that is said is that, though both are lovely, both are wearisome.

But nothing would be gained by giving further examples—though the number might be doubled—of Prof. Engel's lack of qualification for writing a critical account of English literature—he does not really attempt to write a *history*. He would have done far better had he restricted himself to Chaucer and Shakespeare and their immediate predecessors and contemporaries. On these he can write with knowledge and skill. But of most of the rest he neither knows nor cares to know much; and we can hardly imagine that he will find many more admirers at home than in England.

The Dawn of Modern Geography. Part II.: A History of Exploration and Geographical Science from the close of the Ninth to the middle of the Thirteenth Century (c. A.D. 900–1260). By C. RAYMOND BEAZLEY, M.A., F.R.G.S. (John Murray.)

It is quite natural that, in an age when geography has been admitted to an academic position, as in the University of Oxford, an interest should be felt in the origin and history of the subject. Nor is the development of the study of history without its influences in a deepened desire to understand historical and physical geographical conditions. The study of the educational values of history and geography has also led to the establishment of a correlation between them and the belief that the study of both is necessary for any valid account of the history of civilization. Especially interesting, therefore, is a history of exploration and geographical knowledge in the so-called dark ages. It is surprising to see how, in the hands of a competent guide, so much information is to be obtained which throws considerable side-light on the middle ages, and how there can be traced in the time which is supposed to have been so strongly marked by stagnation a distinct and somewhat surprising line of progress. Mr. Beazley, in fact, claims that the dark age of geography is to be taken as reaching from the conversion of the Roman Empire to the close of the ninth century, while that from the close of the ninth to the middle of the thirteenth century is "the dawn" of geography. The central point of such a narrative is the Crusades. "The discovery of a new world for trade," says Mr. Beazley, "is the permanent result of the Crusades and the sign and abiding

symbol of a true Mediæval Renaissance (eleventh to thirteenth century)."

In the earlier part of the work Mr. Beazley gives an account of Norsemen and their expeditions, A.D. 800 to 1070. The other topics to which chapters are devoted are: Pilgrim Travel; Benjamin of Tudela, and other Jewish Travellers to the middle of the Thirteenth Century; Diplomatic and Missionary Travel of the Thirteenth Century; Commercial Travel (A.D. 900-1260); Geographical Theory and Description (A.D. 900-1260). Omissions noted by Mr. Beazley himself are any treatment of Arab and Chinese exploration and earth study, and a comprehensive account of the geographical theorizing of the scholastics. Thus the author has foregone the temptation of introducing interesting matter concerning Roger Bacon, Albertus Magnus, Plato of Tivoli, and Gerard of Cremona.

Perhaps it will be felt on reading Mr. Beazley's book that it is somewhat too technical for the general reader, but, on the other hand, it is a storehouse of information on geographical progress, and a valuable reference for the student of political and social history and of the history of civilization. It is a real contribution to historical knowledge, and may tend to bring the physical science of geography into repute with the men of learning. Without going so far as to describe the book as a work of literature, it has a clear and suitable style. As to matter, the author sticks to his texts; but, as these are quite unknown to the ordinary man, and even to the ordinary geographer, no slight service has been rendered in making accessible to both the sum and substance of the mediæval authorities, the reading of which and study of their matter must have involved great labour to the author. Some recent writers—chiefly foreign—have also been consulted. Altogether, it is a book of conspicuous value, both for the teacher of history and the geographer.

An important feature of the volume is the inclusion of sixteen illustrations, giving the principal maps of the time. These maps are excellently reproduced, and form an admirable study in mediæval cartography. The appendix on maps is a valuable account of geographical points which arise in connexion with the maps, and includes much comparative research. A paragraph is given on representations of the world, on the coins of the middle ages, and the author even adds a word or two on the lost maps of the period.

Technical as the subject is, there is much of incidental interest in Mr. Beazley's book. The story of the Vikings, Olaf Trygvesson at Novgorod, Harald Hardrada at Constantinople and Jerusalem, are examples in the treatment of the Norsemen. In pilgrim travel we have the story of Sigurd in Spain, Adalard of Bath in the Levant, and John of Würzburg's narrative. The travels of Jews include the famous journey through Southern Europe of Benjamin of Tudela. There are accounts of the travels of Rubruquis and Carpini, which gave Europe ideas of the Far East stretching to the Mongols and to Cathay. Mr. Beazley institutes an interesting comparison between the work of Rubruquis and that of Carpini. Descriptive history is given of the development of Amalfi, and an attractive account of Venice and Genoa, Pisa, Marseilles, Montpellier, Narbonne, and Barcelona. On these and many other points, the teacher will do well to have "The Dawn of Modern Geography" at hand, for illustration and reference.

A Student's History of Philosophy. By ARTHUR KENYON ROGERS, Ph.D. (Macmillan.)

The history of philosophy may be said to need constant re-writing, for, as the writer of this volume justly observes, one of the aims of philosophical teaching is to show the labour involved in the most ordinary conceptions of the world around us. Hence the teacher must be fully aware of the latest modifications in the conceptions that go to make up the mental and spiritual world of the student, if he is to make the history of their formation at all vital and coherent to him. In his two-fold attempt Prof. Rogers, we think, has been successful, not only because he understands the minds of the philosophers, but, as we have implied, that equally important and long-suffering article, the mind of the youthful student of philosophy. It is just this vitality in his history that specially recommends itself to us. As he remarks in the preface, the personality

which gave birth to a thought will often afford a clue to its elucidation. This is happily shown in the case of Spinoza, the spirit of whose philosophy has certainly had greater influence on posterity than the abstract and obscure method in which it was formulated. The selections both here and in other instances from the writings of the philosophers are admirably chosen, both for their illuminating qualities and their literary merit.

On the other hand, the book is essentially a text-book to be used while the student is actually studying the systems described, or, as a revision of that study, preparatory to examination. A summary may be of assistance to one actually engaged in grappling with the thinkers, while it may be so incomplete as to be misleading, if the book be read *per se*. No cut and dried summary can represent thinkers like Plato and Kant. We would suggest in passing that Plato's political theories would have been rendered more comprehensible if reference had been made to the tradition of Lacedæmon and the characteristics of Athenian democracy, which, more than the mind of the philosopher, were responsible for their singular inelasticity. Considering the space allotted to minor philosophers, we are surprised that not more is given to so epoch-making a thinker as Kant. Still we by no means regret the somewhat unusual space accorded to two periods not usually so emphasized in short histories of philosophy—the late Roman period of the Stoics and Epicureans, and what is generally regarded as the dark void of the middle ages. The former period is particularly interesting as one when philosophy was not merely a speculation, but an actual religion of everyday life, Stoicism in particular, "creating," as the author says, "an ideal of personal life and character more profound than the Greek world has yet seen." On the other hand, as Mr. Pater shows in his "Marius," Epicureanism was often a much finer article than its modern representatives.

Prof. Rogers's references to Augustine, Anselm, Abelard, and Aquinas, and, finally, his slight sketch of Bruno, that most characteristic and fascinating figure of the early Renaissance, make pregnant a portion of history often completely overlooked by the philosophical student. He will be interested also to learn that the controversy between nominalism and realism was not merely a fine-spun web in the brains of the schoolmen, but one of the germs of the later divergence between the spirit of science and that of the Roman Church.

It was natural that the Church should be realistic. The hierarchical system of reality, which absorbed the part in the whole, the less general in the more general, was a counterpart, in the intellectual world, of the graded hierarchy of the Roman ecclesiastical system, at the top of which the Pope stood supreme as the representative of the Church universal. To admit that the individual alone is real, and not the class, would have been to deny that solidarity of the human race on which the whole Church doctrine of sin and redemption was placed. . . . Again, if nominalism were true, and particular things alone were real, then, consistently, men's attention ought to be directed to such things, and secular and scientific interests must take the place of religious and ecclesiastical.

The writer is to be congratulated on what he apologetically calls in the preface a somewhat mild reproduction of Hegel's philosophy of history. The fascination of Hegel for so many minds lies in the fact that he among moderns seems to have understood the problem of philosophy in all its fullness—"to think things together," and he, more than any other, has seen that intimate connexion between the history of civilization and thought which has linked at Oxford, for instance, the study of ancient philosophy with that of ancient history. To mystify the ordinary student with Hegelian logic would be unadvisable; but he should know something of Hegel's spirit, and this is what Prof. Rogers tries to ensure. The closing chapter on post-Hegelian philosophy strikes us as strangely hurried, but that, perhaps, is only another evidence of the supplementary nature of the book. The sketch of the Evolutionary theory, though slight, is very well put. In a fine passage, too long to quote, he concludes, after pointing out the incompleteness in Darwin's theory, by remarking that the philosophy of evolution is therefore not necessarily identical with Darwinism.

A propos of the claims of spirit, which he defines as the demand for freedom and the existence of ideals, and those of science (our knowledge of the laws governing the external world), he concludes that it is no longer a question of suppressing

either side, but rather of finding some way in which both may have their claims satisfied.

A very useful feature is the list of books at the end of each chapter, which form a valuable guide for a student's reading. If he were to read but half of what Prof. Rogers suggests, he would attain not only to a clearer understanding of the systems which form the history of philosophy, but to a keener appreciation of that many-sided life which philosophy exists to explain.

"The Semitic Series."—*The Social Life of the Hebrews*. By the Rev. EDWARD DAY. (John C. Nimmo.)

The series is edited by Prof. J. A. Craig, of the University of Michigan, who has enlisted the services of a number of eminent Semitic scholars in Europe and America, and already promises a dozen volumes, which, from their subjects and authors, are sure to prove most useful contributions to a popular knowledge of the results of recent scientific research in the history of the Babylonians, Assyrians, Hebrews, and allied races. Mr. Day deals with Hebrew social life during the period from the settlement of Canaan in two divisions—"The Time of the Judges" and "The Time of the Monarchy." Before the settlement we know too little for a basis of trustworthy statement. "We know next to nothing of the social life of the Hebrews during the time of their Egyptian sojourn," and "the records of their desert life are well-nigh as scanty as those of the Egyptian period"; while "of authentic contemporary literature we have little." These preceding experiences must, of course, have had their influence, especially on moral and religious development. "Whether the Hebrews had known God as one and as Yahweh prior to the Exodus, or whether, as Budde has so ably argued, they, through Moses, accepted Yahweh, the God of the Kenites, as their God, they surely emerged from their desert life as the people of Yahweh"; and, "up to this time, the world had probably not seen a loftier conception of the Divine Being."

Mr. Day speaks of "the Judges"; but he points out that they never became so in the popular understanding of the term; they were simply local vindicators or deliverers. His attitude may be gathered from two sentences—

Only men thoroughly imbued with the modern historico-critical spirit are able to open up to us intelligently in Old Testament study the original sources. All difficulties do not vanish under their leadership; but the worst and the most perplexing do. Besides, they lift from the back of faith by their critical separation and elucidation of the texts many a burden which faith should never be made to bear.

Though bold, he is cautious—much more cautious than his American directness of statement would at first blush seem to indicate. In speaking of the Hebrew environment, he agrees that, "though morally inferior, the Canaanites were certainly intellectually and industrially the superior of the Israelites," and holds that the Hebrew contact with them "was far from being an unmitigated evil." His chapters on the clan, the family, the social significance of sacrifice, the influence of individuals, and "characteristic stories," while containing nothing fresh to advanced students, group together, in a striking way, many facts that will be fresh and illuminative to the general reader. It may be shocking that Yahweh "seemed to require" of his worshippers "human sacrifice"; but such a shock is largely due to the delicacy of our authorized translators, and Mr. Day properly points out that the fact "need not be considered strange," and why. He admits that, in this period, "Yahwism was on its way towards something higher and purer, and was already a beneficent force in Israel as compared with other and more debasing types of religion," but asks us to remember "that among these Semites there were, unquestionably, relics of a primitive polytheism that must have held back socially the mass of the people." Nothing else could be expected once a process of development is admitted, and such a process cannot rationally be denied.

The real monarchy was much later than the formal election of monarchs; the unification of the people of the North and the South was necessarily a slow process. Still the sociologist can readily treat the Hebrews of the period as one people, noting outstanding differences in ideals and in life. He is less assisted now, however, by textual criticism; and Mr. Day elegantly remarks that he "has been forced to do much of his grubbing in the text unaided." He outlines firmly the changed environment, the decadence and passing of the clan, the growing

importance of the family and the home, the characteristic traits of village and city life, the increasing fullness and complexity of industrial life, the dehumanizing nature of warfare, the rise and spread of literature and education, and the various aspects of manners, morals, and laws. The chapter on the purification of Yahwism is a very able and courageous analysis. Altogether, the book must be admitted to be, as the author claims, "an honest and painstaking attempt to depict the social life of the Hebrews." Was this life to them interesting and joyous? Mr. Day answers: "Pre-eminently so." The value of the work lies in its grouping the facts of Hebrew social life under the strongest light of modern scholarship, and showing the groups in succession to the student or reader that is willing to learn.

Cromwell's Army. By C. H. FIRTH. (Price 7s. 6d. Methuen.)

The history of the British Army has yet to be written; but, at all events, Mr. Firth has shown how the work ought to be done, and has contributed a model chapter. There have been inaccurate and superficial sketches, such as Colonel Cooper King's, and there have been painstaking accumulations of material, such as Colonel Clifford Walton's and Sir Sibbald Scott's; but all these leave much to be desired in method or completeness. Mr. Fortescue's "History of the British Army," of which only the first two volumes have yet been published, is an admirable work, but it is rather a history of the achievements of the Army than of its growth and constitution.

The title "Cromwell's Army" does not convey the full scope of Mr. Firth's book. It is, as the title-page adds, "a history of the English soldier during the Civil Wars, the Commonwealth, and the Protectorate." After describing the so-called trained bands, which were almost the only military force in England when the Civil War began, Mr. Firth explains how King and Parliament raised their armies, and how these armies were transformed as the war went on. He is not writing military history, and therefore gives no continuous account of the battles, but makes repeated reference to them to illustrate particular points. He devotes separate chapters to Infantry, Cavalry, Artillery and Sieges, Supplies and Equipment, Care of the Sick and Wounded, and Discipline. It is characteristic of the force with which he is concerned that he has to add two final chapters: Religion in the Army, and Politics in the Army.

Throughout the book one aim is kept steadily in view: to bring home to the reader what the British soldier of that day was like, what were the conditions under which he fought and the factors of success. Mr. Firth not only brings to this task unrivalled knowledge and singular lucidity of exposition, but he buttresses his text at every stage with the aptest of quotations, drawn from sources familiar and recondite. His footnotes form a bibliography, and in an appendix of forty pages he gives extracts from drill-books and military regulations. There are occasional negligences of expression, as, for instance:—"The cause of the difference between the discipline of the two armies was mainly due to greater vigour in the administration of each" (page 285); but the book is most readable.

The increasing importance of infantry is one of the characteristics of the sixteenth and the seventeenth centuries. . . . Before the middle of the seventeenth century infantry had so much increased in efficiency that soldiers ceased to hold the traditional view that it was more honourable to serve in the horse than the foot. . . . In England, at the time when the Civil War began, it cannot be said that infantry was yet as highly esteemed as cavalry, but, as in the rest of Europe, it had greatly increased in efficiency, and therefore in honour.

This growth in the relative importance of infantry seems to be rather too broadly stated. Rüstow has pointed out that, while the wars in Italy and the Low Countries in the course of the sixteenth century had enhanced the value of infantry, the Thirty Years' War told in the opposite direction. The extent of the theatre of war led Gustavus and other leaders to cut themselves loose from their base, to set great store by mobility, and to increase the proportion of mounted men in their armies. Horsemen, abandoning the lance, took to firearms, and a writer of 1642 (quoted in Mr. Firth's appendix) dwells upon the helplessness of the pikemen against this form of attack. He concludes: "It is high time for the pikemen to look after another weapon, which can and will better defend themselves, and offend their enemies, than their pikes can do." It was not till such a weapon had been found, by the combination of musket

and bayonet, that infantry fully regained the position which had been held by the Spanish foot under Alva and Parma.

The same conditions operated in the English Civil War, and the Parliamentary victories were due to the superiority of their horse, as formed and handled by Cromwell, rather than to the excellence of the infantry of the new model. Mr. Gardiner has remarked that in those days it was impossible for infantry to march safely without a convoy of horse over open country; but the Swiss had not found it impossible when they escorted Charles IX. from Meaux to Paris in 1567. Sir Roger Williams knew no reason why two thousand pikemen and one thousand musketeers should not be able to make good their retreat across ten miles of open country in spite of three thousand horsemen, however well equipped.

Mr. Firth says that when the depth of files was reduced from six men to three, in order to present a broader front, this was called "doubling" the files. It might well have been so, but it seems to have been actually called doubling the front. "Double your files" meant, at any rate in the eighteenth century, doubling their depth and halving their number. But a reviewer is half ashamed to speak of such trifles in a brief notice of a work of this quality. It is a book to raise the standard of military literature, and we can only hope that it will stimulate other writers to deal with later phases of the history of the British Army in similar fashion. To take another point of view, it would not be easy to find a better historical text-book for a sixth form than Mr. Firth's "Cromwell," supplemented by his "Cromwell's Army."

The Story of Westminster Abbey. By VIOLET BROOKE-HUNT. (Price 6s. Nisbet & Co.)

How this latest version of the Story of Westminster Abbey came to be written is told us by Miss Brooke-Hunt in an interesting introduction. The young son of a colonial governor was on a visit to her house. He was a "much-travelled person," having accompanied his parents abroad, and, Odysseus-like, having seen the cities of many men and—to some extent at least—come to know their ways, and was a dreamy boy withal. "I wish," he said, "I could always learn things by seeing them," and so, the writer tells us, "I took Geoffrey at his word, and one morning we wandered down to Westminster Abbey for the ostensible purpose of seeing the Coronation Chair. Of course we saw a great deal more, and one visit led to another," and, in short, to the writing of this book at Geoffrey's request. For to his delight he found the Abbey "not a bit like a churchyard, though it is full of monuments," but "just a book about English history right from the very beginning."

And so what Miss Brooke-Hunt has written down is the story of a great book that covers eight centuries of our national history—a story that does not profess to be technical, exhaustive, or very erudite, but which is good even for Geoffreys of a larger growth to read.

The interest attaching to Westminster is so great and varied that the writer of a work upon it is embarrassed by the choice between treating it from the architectural standpoint and as our English Valhalla. To do full justice to both sides of the subject is a task which none but the foolhardy would attempt. Our authoress, however, without the use of technical forms, succeeds in making the reader perceive that the fabric has a history of its own, a history of structural growth and change, the stages of which she clearly marks, and at the same time she recalls in imagination its appearance in different times and circumstances. Her chief purpose, however, is by means of recalling historic events connected with the Palace of Westminster, the Abbey, and its Church to link with this little plot of venerated ground the memories chiefly of men who have made England great. From the Stuart period onwards her story becomes more biographical. Rambles among the monuments set her discoursing about the men and women and children who met beneath them, or whose names are honoured on them, though their bodies lie elsewhere. And in the later chapters we have fuller notices of her own and Geoffrey's particular favourites among statesmen, divines, poets, actors, musicians, and novelists; for, to account for her selection, she explains that "Geoffrey had his favourites and I had mine, for both of us in our different ways are hero worshippers." The reader must be content with the author's choice; but it may strike him as odd that Tennyson should have five pages to himself, while Dryden is dismissed

in three or four sentences, one of which tells us that "he was not a great poet, but he had the knack of reasoning well in verse, of choosing apt words, and of writing vigorously." But for all that Miss Brooke-Hunt's "meditations among the tombs," though not, to our judgment, the best part of the book, are pleasant enough.

We must not omit to notice the illustrations, of which there are thirty-two, mostly photographs of the building from different points of view. One of these is in error labelled "West Transept"; and it might be useful, at the risk of seeming ungracious, to point out one or two other slips. On page 172 Busby is twice called "Bushby," though elsewhere the name is properly given. On page 157 the prebendaries are called "prebends," which is as much as calling a parson a parsonage; and on page 214 we read how "English blood had flown [*sic*] freely." These trifles apart, we can most warmly commend "The Story of Westminster Abbey" as a book for every English boy and girl to read, and their parents, too, for that matter. It possesses the merits of a guide-book combined with the charms of a romance. Reading it we feel prouder than ever of our country, and of this the stateliest and most venerable of its splendid churches.

State Trials, Political and Social. Selected and edited by H. L. STEPHEN, one of His Majesty's Judges of the High Court of Calcutta. Second Series. Vols. III. and IV. (Duckworth & Co.)

These two volumes are edited on the same lines as their predecessors, and, like them, contain much delightful matter. Of the eleven trials with which Judge Stephen presents us here the most interesting is the case of James Annesley, the claimant, against the Earl of Anglesey, a fine specimen of the romance of the law-courts, used not very skilfully by Smollett in "Peregrine Pickle," by Scott in "Guy Mannering," and by Charles Reade in "The Wandering Heir." The claimant got his case, though his victory was a barren one, and a careful reading of the evidence leads us to doubt the justice of the verdict. On one side or the other—possibly on both—there must have been an enormous amount of "hard swearing." Lord Byron's fatal duel with Mr. Chaworth, and the trial of Count Königsmarck for the assassination of Thomas Thynne, "Tom of Ten Thousand," are such famous events that we are glad to have them recorded here. Historically the most important of the trials are those of the Earl of Essex in Elizabeth's reign, and of the three men who were unjustly executed for the murder of Sir Edmundsbury Godfrey, the first victims of the Popish Plot scare. The trial of Essex is taken from a hitherto unpublished MS. belonging to Lord Tolemache, which, as the editor remarks, gives special prominence to Bacon's part in the proceedings. Two of the trials propound puzzles on which the Judge asks for the opinion of his readers. In our opinion Perry, who accused himself, his brother, and his mother of the murder of his master, Harrison, was a malicious maniac. All three were executed, and Harrison, after a mysterious disappearance of two years, returned home with an improbable story, declaring that he had been spirited off and sold as a slave in Turkey for the contemptible sum of £7. He, too, we are inclined to think, was cracked, and his disappearance reminds us of a case which excited much interest in 1868. The hero of it, a clergyman and a member of a distinguished family, was found after six weeks, disguised as a carter, though, if, like Harrison, he had lived in the seventeenth century, he might easily have concealed himself for a long time. In the case of Barnard, we certainly agree with Judge Stephen that it is probable that he did write the threatening letters to the Duke of Marlborough of which he was accused. These volumes are well edited. Formal matters, and, for the most part, the evidence of witnesses who virtually repeated what had already been said, are merely indicated; the biographical notes are excellent, though something more might have been told us of the after-life of James Annesley; and there are two well executed portraits and a thoroughly good index. Such merits will incline the reader to be lenient towards a playful introduction addressed apparently to the members of a club in Piccadilly, and even to a silly note on the fable of the Essex ring. We are sorry that the Judge believes that he has exhausted the trials capable of being treated on his plan. We cannot think that this is so, and, as he asks for suggestions, offer for his consideration the trial of Nathaniel Fiennes for the

surrender of Bristol, and the intricate and curious story of the bigamous Duchess of Kingston. He will, we hope, make another attempt to find fresh material, for we should rejoice to receive at least two volumes more of his well edited "State Trials."

"Stanford's Compendium of Geography and Travel." (New Issue.)—*Central and South America*. Vol. II. *Central America and West Indies*. By A. G. KEANE, F.R.G.S. Edited by Sir CLEMENTS MARKHAM, K.C.B., F.R.S.

Geography has gone far from the first pilgrim itineraries and orthodox maps showing Jerusalem as the centre of the world, "the ark a-top of Ararat," and Paradise with its rivers and trees. The series to which this volume belongs has also developed since its appearance nearly a generation ago, when it was designed as a free translation of a German work. Through the late R. H. Quick, Prof. Keane, recommended by his linguistic requirements and his work on the former *Quarterly Journal of Education*, came to be employed in this translation, throwing himself into the task with a mastery that soon transformed his materials; and he now rightly stands as author of most volumes in the new and extended series. This volume well sustains his reputation by the success with which he has incorporated the results of recent travel with his own encyclopædic knowledge, particularly full on the ethnological side. Here are included with Central America and the West Indies the European possessions of Guiana, while the intervening Colombian provinces fall into the South American volume, a somewhat awkward arrangement, probably dictated by considerations of space; yet it might be defended as leaving the Hispano-Portuguese colonies to be dealt with *en bloc*. Prof. Keane shows himself practical and up-to-date in treating questions of present interest, such as the Panama Canal and the West Indian industries. As he does not shrink from historical sketches, we could have desired that on the Mosquito Coast he had made some mention of "Gregor McGregor, Cacique of Poyais," that real Tartarin whose exploits in more than one part of this region had once a resounding fame but faintly echoed even in the "Dictionary of National Biography." Any such omissions, however, seem slight among the mass of information packed together into a volume well provided with maps and plans.

A Primer of French Verse. By F. SPENCER. (Cambridge University Press.)

Prof. Spencer has supplied us not only with an excellent treatise on French prosody, but also with a capital collection of French verse. We have not noticed any mention of the rule in strict classical plays that the sequence of masculine and feminine rimes must be observed even at the end of one act and the beginning of the following; though Molière did not always observe it. And we should have welcomed more specimens of modern verse even if the question of copyright did stand in the way. Is it not a mistake to modernize the spelling of Charles d'Orléans's "Rondel of Spring"? We are only able to refer to Gaston Paris and to Sudre's version of Villon's "Ballade des Pendus." Both differ considerably from the one given by Prof. Spencer. Compare the first two lines of the "Envoi":

"Prince Jesus, qui sur tous as maistrise,
Garde qu'enfer n'ait de nous seigneurie." (G. Paris.)

"Prince Jhesus, qui sur tous a maistrise,
Garde qu'enfer n'ait de nous seigneurie." (Sudre.)

"Prince Jésus, qui sur tous seigneurie,^s
Garde qu'enfer n'ait de nous la maistrise. (Spencer.)
^s is Lord."

Bonnard and Salmon do not give *seigneurie* as a verb. In the absence of books of reference, we can only give the extracts without further comment. The high standard of Prof. Spencer's book leads us to believe that he has good grounds for the readings he has adopted.

A Primer of French Literature. By E. WEEKLEY. (Blackie.)

If any one is to be allowed to write an elementary history of literature, which we doubt, the privilege must be granted to Prof. Weekley. He has recognized that catalogues of names and records of dates do not constitute even a primer. Extracts are given (would that they could have been made longer and translated into Modern French); the customary lavish praise on stock subjects is omitted, and many neat turns of language impress a point—e.g., "The *esprit gaulois* is the satirical spirit of disrespect." We sometimes wonder why English writers on Old French employ the term "vulgar Latin." "Popular Latin" is a better name, and is far less likely to mislead. In his

remarks on the "Chanson de Roland," Prof. Weekley tells us that the Frankish Army was massacred by Gascons. Does he not mean Basques (Vascons)? No mention appears to have been made of Guillaume de Machaut, and the name of Christine de Pisan occurs in the text, and not in the index. Finally, is it true that the work of Hugo and Musset is (as far as their poems are concerned) "a learned literature, appealing only to the cultured"? We have cavilled a little because we like the Primer on the whole and hope to see a second edition. The book is well arranged, contains a mass of information, and is supplied with a good index.

Colloquial French, with Phonetic Pronunciation. By H. SWAN. (D. Nutt.)

This handbook for travellers, cyclists, and photographers has reached its sixth edition, and, consequently, may be considered to contain the required information and the colloquialisms most needed. No phonetic symbols other than ordinary letters, &c., are introduced. Examples are: "Poovè voo-dévelopè-ün plahk poor mwa?" "Lah Morrg (la Morgue), Pon-dee-ai-nah (Pont d'Jéna)." "Lah saen (senn) (La Seine)." Thick type is used to denote an accented syllable. The author gives a means for preventing sea-sickness that many people have found useful. "Breathe in when the boat is going downwards; breathe out when the boat is going upwards." This, with some attention paid to feeding, will mitigate nausea.

A New English and Spanish Vocabulary. (Price 2s. 6d. Hirschfeld Brothers.)

A great time-saver for all who require Spanish for professional or business purposes. Scientific and technical terms, familiar phrases, Spanish abbreviations, proper names, &c., are all to be seen at a glance. There are more than seven hundred pages of well arranged vocabulary, printed in such a manner that the book can easily be carried in the pocket. It is unnecessary to point out the many good features of this book; we need only state that the compilation has been made by the Taylorian Teacher of Spanish at Oxford. As an example of the careful attention to detail and of the up-to-date character of the compilation, we may mention that the "Vocabulary" furnishes distinct words for the various forms of the bicycle—the velocipede, the "ordinary," and the "safety."

Spanish and English Conversation: First Book. (Ginn & Co.)

Like all of Ginn & Co.'s Spanish texts which we have seen, this book is printed in very clear type on good paper. The firm deserves all praise for paying so much attention to these very important details. The book is divided into two parts: Part I. contains Spanish only—conversations, exercises, and stories; Part II. consists of an English translation of Part I. We wish that, in addition to the idiomatic rendering—as *echar agua en el mar*, "to carry coals to Newcastle"—a literal construe had been added. Great care has been taken to bring the book up to date, the accentuation conforming to the latest rules laid down by the Spanish Royal Academy. Teachers of Spanish, and students who are learning this language by themselves, will be delighted with this most useful "Conversation Book."

Amigos y Auxiliares del Hombre. (Ginn & Co.)

The object of this book, as set forth in a short and sensible preface, is to inculcate kindness to animals. With this object the author has collected stories well calculated to interest children and also to demonstrate the affection, gratitude, and fidelity of animals when properly treated. The stories do more than this—they show that systematic kindness to dumb creatures has a reflex influence on character. One of the chief charms of the book is the absence of direct "preaching." The illustrations—reproductions of Landseer, Rosa Bonheur, &c.—are admirably suited to fix upon the youthful mind the lessons taught in the book. "¡Pidemelo!" "Expulsada," and "¿No sabes hablar?" attract at the first glance and will remain indelibly fixed upon the memory. The book is attractively printed—very clear type, good paper—and well bound. It is in every respect worthy of this great American publishing firm. For scholastic purposes, an English vocabulary would prove a useful addition.

"Blackie's Illustrated Greek Series."—*The Odyssey of Homer*, I. Edited by the Rev. E. C. E. OWEN. (Price 2s.)

The best edition, take it all round, of a classical text that we have seen for many a long day. Mr. Owen gives just the right amount of help, grammatical, archaeological, and literary, that an upper fifth or sixth form boy requires. The illustrations are not only of high artistic merit, as that of the Naples Homer and the Vatican Zeus and the reproductions of Flaxman, but are some of them the best practical commentary, as those of dress and armour, ships and drinking vessels. The plan of a door and bolt is not so clear as that given in the last edition of Smith's "Dictionary of Antiquities." Some statements in the introduction would doubtless have been modified had Dr. Munro's monumental work appeared in time. Pope, we may remark, gave little more than his name to the translation of the "Odyssey," and, in consequence of a criticism of Lord Tennyson, "the man of many a shift" has been altered in later editions of Butcher and Lang.

"McDougall's Alexandra Readers."—*The Upper Reader.*

Verse and prose, grave and gay, are well distributed, and there are plenty of bold if somewhat rough illustrations. We do not care for the grammatical and philological illustrations. "All verbs that are used like those in No. 3 (if I write, &c.) to imply uncertainty and doubt are said to be in the subjunctive mood." We doubt if it is so, and are quite uncertain if in this sentence "write" is indicative or subjunctive. What again is the use of informing a sixth standard that "pilgrim" is derived from *ager* through the French?

The Sunrise of Revelation. By M. BRAMSTON. (Price 5s. net. Murray.)

This is a sequel to Miss Bramston's "Dawn of Revelation—lessons on the Old Testament which we commended as a useful guide to teachers. These lectures carry us from the birth of Christ (which Miss Bramston places in August or September of B.C. 6) to the death of St. John, but three supplementary lectures give the history of Christian writings down to the Council of Nicea. The object that the author sets before her is to produce intelligent Bible reading as opposed to the line upon line lesson which, we fear, is still the rule in high schools and public schools. To this task she brings considerable knowledge, and, what is even more important in a teacher, the power of selecting, grouping, and vivifying that knowledge. To criticize would far exceed our limits. It is enough to state that her standpoint may be fairly defined as that of the left centre, and that her principal adviser in the work was Dr. Sanday.

"The New Century Library."—*The French Revolution.* By THOMAS CARLYLE. (6 × 4 in., pp. x., 880, illustrated; price 2s. 6d. net. Nelson.)

Messrs. Nelson & Sons are giving us an excellent example, in this new series of theirs, of what can be done in the way of economizing size and weight without in any way sacrificing clearness of page and attractiveness of form. By the use of "royal" India paper—the thinnest that will stand printing—and of particularly clear long primer type, they are able to reduce books to about one-third of their usual size, and yet to keep the pages eminently readable and pleasing to the eye. Notwithstanding the extreme thinness of the paper, the printing hardly shows through at all—certainly not enough to be disagreeable. Sometimes the pages are a little difficult to turn over; but this is not always the case, and is the only drawback we have experienced. The thickness of the little volume before us is only slightly over half an inch; it is very prettily bound in limp leather; and is excellently suitable for slipping into the pocket. In cloth its price is 2s. net. The weight is about seven ounces. The series already includes the novels of Dickens, Thackeray, and Scott. Our readers should not forget this when holiday time comes.

Nelson's Literature Readers. No. 1. Selected and annotated by Dr. RICHARD GARNETT, C.B. (7 × 5 in., pp. viii., 280, illustrated; price 1s. 6d.)

It is a new thing to find a man eminent in literature condescending to compile a reading-book for schools; but, though new, and in a sense an experiment, we trust that the excellent example set by Dr. Garnett will be continued by him and followed by others. The pieces selected are, naturally, all good of their kind. They are also very suitable to the young; and, unless we are very much mistaken, a large number of them will be found fresh and new to young readers. This is not in any sense a first reading-book, but only the first volume of a series. It seems to us specially suitable to children between the ages of nine and twelve; but both younger and older children will find much that is charming in its pages. The keynotes of the book are freshness, simplicity, and objectiveness; though there are not wanting short pieces—especially amongst the selections of poetry—which appeal to the more thoughtful, and make for character. We heartily recommend this reader to schools, both for boys and for girls.

Social England. Edited by the late H. D. TRAILL, D.C.L., and J. S. MANN, M.A. Illustrated edition. (Vol. I., price 12s. net; Vol. II., price 14s. net. Cassell.)

This may fairly be called an *édition de luxe*; the ivory tint of the paper and the type, which is clear, but not staring, are particularly pleasant to the eye. No pains have been spared in the selection of the illustrations. The photographs of buildings and scenery, articles of use and ornament, as well as of rare MSS. in English and foreign collections, are for the most part well reproduced, and are exceedingly curious and interesting. The explanatory notes to them at the beginning of each volume add much to their value. In Vol. I. the photographs of stone and metal work are especially good, such as the effigies of Henry I. and Edith, of Roger the Poor, of Richard I. and Queen Eleanor, and of the Cobbler (pages 353, 366, 383, and 661). The old English metal work on page 211 comes out admirably, and no less good is the Viking ship (page 260). Among the most striking of the views are the Roman Bath (page 46) and the Norman House, Christchurch (page 537). In Vol. II. the shrine of St. Thomas Cantilupe (page 96), the traceried roofs (page 494) and the pilgrims' signs (page 377) come out well. Many of the reproductions from the "Luttrell Psalter" are excellent; and there is a delightful representation of the daughter

of Herodias dancing, on page 366. The edition contains about 2,500 pictures, besides numerous coloured plates; and the third volume is to appear in the autumn.

"The Century Science Series."—*Michael Faraday, his Life and Work.* By Prof. SILVANUS P. THOMPSON. (Price 2s. 6d. Cassell.)

The story of the life and work of Faraday must always be a source of wonder and admiration even to those who take but a passing interest in the history of scientific discovery, but to the student of physical science it appeals with double force. Other biographies of the great investigator exist, but they are, for the most part, now out of print, and this volume will be read with particular interest by those who possess some physical and chemical knowledge. The first quarter of the book is devoted to an account of the circumstances of Faraday's early life, first as bookbinder's apprentice, then as assistant to Sir Humphrey Davy at the Royal Institution, and later as director of that famous place. Much interest is imparted to this section by numerous extracts from his letters and diary. Then follow about a hundred pages dealing with the researches carried out by Faraday during the period 1816 to 1862. This part of the book is exceptionally interesting, and numerous abstracts from his laboratory note-book, together with many of the accompanying diagrams, are reproduced. An account of Faraday's middle and later life, his views on the pursuit of science and on education, and his position in matters of religion, conclude a most interesting and readable book. In educational matters, as in other directions, Faraday had ideas in advance of his times, and we find him earnestly advocating the introduction of science into school curricula in 1862. We may perhaps be permitted to make an extract from one of his lectures on "the kind of education which science offers to man." He says: "It teaches us to be neglectful of nothing, not to despise the small beginnings—they precede of necessity all great things. . . . It teaches a continual comparison of the small and great, and that under differences almost approaching the infinite, for the small as often contains the great in principle as the great does the small; and thus the mind becomes comprehensive. It teaches to deduce principles carefully, to hold them firmly, or to suspend the judgment, to discover and obey law, and by it to be bold in applying to the greatest what we know of the smallest." We heartily commend this book equally to those who have read other accounts of Faraday's life and to those who have not.

"Vanderbilt Oriental Series."—*A Grammatical Index to Chândogya Upaniṣad.* By CHARLES EDGAR LITTLE, Ph.D. (American Book Co.)

Prof. Little has two aims: "to classify the linguistic material of this *Upaniṣad* for the use of philologists in studying the life and growth of the language spoken by the ancient Hindus, and in determining the literary relation of the 'Chândogya' to other *Upaniṣads* and to the general mass of Sanskrit literature"; and "to furnish sufficient grammatical and lexical data to serve as a special dictionary for those who shall read this piece of literature for the first time." Why not write "*Upaniṣads*" in English? Prof. Little follows Böhtlingk's text, recording deviations. Was it necessary to manufacture the word "plutate" after Böhtlingk's *plutiren*? The work has been accomplished with care and thoroughness. We observe, with pleasure, that Prof. Little is engaged on a severe criticism of the text and also on a translation.

Quain's Dictionary of Medicine. Third edition. Edited by H. MONTAGUE MURRAY. (Price 21s. net. Longmans.)

This standard work, of which the fuller title will be found under "Books of the Month," does not fall within our province. It is sufficient to state that among the contributors will be found all, or nearly all, the leading authorities of the medical profession. It is a work that heads of schools or boarding houses should possess, not in order to treat their pupils (Heaven forbid!), but to know what is known about infection, and to be able to follow intelligently the treatment prescribed by the ordinary practitioner, and possibly to check it and take a second opinion or call in a specialist. There is, besides, a vast amount of general information under such headings as "Sanitary Law," "Röntgen Rays," "Personal Health," "Sea Sickness," which will appeal to the layman.

Physiology for the Laboratory. By B. M. BROWN. (Price 3s. 6d. Ginn & Co.)

This book provides concise directions for the performance of a large number of experiments illustrating the principles of physiology. The apparatus required is of the simplest character, and the specimens are easily obtainable. The general plan is similar to that adopted in text-books of practical chemistry based on the heuristic system, and the student who works through the exercises in an intelligent and conscientious manner will have secured a sound foundation for more advanced work. The printing is excellent, and the text is illustrated with nineteen diagrams.

Nelson's Commercial Arithmetic. By G. E. DENCH, B.A. (Price 2s. 6d.)

The chief features of a text-book of commercial arithmetic are the omission of all pure arithmetic which has no practical bearing and the

use of special methods of rapid calculation. Both these points are carefully attended to in this book. Pure arithmetic occupies no more than one-fifth of the whole, and even this amount might have been diminished by leaving out recurring decimals, which are of little practical value. There are some useful chapters on short methods of computation, and several of the later chapters on commercial arithmetic proper are so good that it would be hard to improve them. We have noticed a few mistakes that should be corrected in a second edition, which we have no doubt will soon be required. The rule for finding leap-year (page xii.) is incomplete. In contracted division, to ensure accuracy in the last place of the quotient, the number of figures retained in the divisor should be one more than the number required in the quotient (page 122); and in contracted square root the right-hand figure of the last complete divisor should be doubled before contraction begins (page 205).

Deutsche Prosa Zusammenge stellt. Von MARGARETA HENSCHKE. (Price 3 marks. Gera: Th. Hofmann.)

There are still teachers, and the present reviewer is one of them, who prefer a plain text without note or comment to the elaborate editions issued by the University Presses where the text is sandwiched between a bulky introduction and a more voluminous body of notes. To such we strongly commend Fräulein Henschke's "Prosa" as a reading-book for upper classes. It is not, like most readers, composed of extracts, but consists of essays and addresses, each complete in itself, though some have been curtailed. We have specimens of the best contemporary writers on history, literature, art, Nature-study, economics, and ethics. We can best indicate the character of the work by naming a specimen or two under each of these heads. History: Curtius, "The Greeks as Masters of Colonization"; Von Sybel on "The Monument to Stein." Literature: Grimm, "Goethe in Italy"; B. ten Brink, "Shakespeare as Poet and Man." Art: Burckhardt's "Temple of Poseidon at Paestum." Nature-study: Cohn, "Botanical Problems." Economics: Roscher on "Luxury." Ethics: Rein on "Pestalozzi." It will be seen that the editor has pursued the Herbartian aim of exciting many-sided interest.

The Youth's Pocket Note-Book. Compiled by G. N. HESTER. (Price 2s. net, leather; 1s. 6d. cloth. Houlston.)

A pocket diary with Chesterfield's "Letter to his Son" and Hazlitt's "Advice to a Schoolboy" as prelude—both excellent literature, but we doubt whether they would stand the test of daily wear and tear for a whole year. Each page is headed by a sentence or apophthegm—English, French, or Latin. These are well chosen and well translated. It may seem a little ridiculous to be reviewing a diary in June, but we are not responsible for the anachronism.

The Art of Teaching. By EMERSON E. WHITE. (New York: American Book Company.)

There is much of practical suggestiveness in this manual. The author claims that he has treated the subject apart from the domain of philosophy and especially the uncertain philosophy of education. Still it is perfectly clear that a knowledge of psychology and ethics is highly desirable before dealing with many of the problems presented. One interesting subject discussed in this book, which we have not seen so suggestively dealt with in the ordinary books, is the question of class instruction in its relation to individual appropriation and development. Other valuable points of interest in the book are the relation of book-study to instruction and the methods of teaching pupils in class, written exercises, and promotion examinations. Account is given of methods for teaching reading, language, arithmetic, geography. The book is certainly suggestive, and worthy of reference on many of the topics.

Comment élever nos Fils. Par JOSEPH DUHAMEL. (Price 3 fr. 50. Paris: Charpentier.)

This volume is at once a manifesto of the distinguished Harrow master who has just started a new educational experiment as the first Director of the Collège de Normandie. He strikes the happy mean between the Anglomaniacs and the Anglophobes. If M. Demolins, he observes, had lived, like the author, for fifteen years in close contact with English schoolboys, he would have needs put some shadows in his picture. Healthy animals, plucky, self-reliant, *bons enfants*—all this M. Duhamel endorses; but he feels bound to add that they can neither speak nor write correctly their own language, that their knowledge of their own literature is confined to a play or two of Shakespeare and the Bible, and that to all foreign literatures they are profoundly indifferent. We must sorrowfully own that this is a true bill. Let us hope that the Norman College will combine in just proportion English games and French humanities.

Shell Life: an Introduction to the British Mollusca. By EDWARD STRP. (Price 6s. Warne.)

This, like its companion volume, "The Romance of Wild Flowers," is written for the young naturalist, not necessarily identical with the young collector. It is well calculated to stimulate in him the spirit of observation, and lead him on to a more complete and scientific work, such as Cooke's "Molluscs." Of over 750 species of indigenous molluscs, 650 are described, and a good proportion of these are figured in these pages. We can strongly recommend the volume.

Optics. By A. S. PERCIVAL. (Price 10s. Macmillan.)

This excellent work will be found useful as a text-book on geometrical optics, but it is not intended so much for ordinary students of light as for those interested in ophthalmology. Special prominence is given to those parts of the subject which bear directly upon the optics of the human eye, its defects, and their remedy by the use of suitable lenses. Many numerical examples are worked out in the text, and a number are given at the end of each chapter for solution by the student. Although a good table of contents is provided, we miss an index. The book is excellently printed, and the diagrams are large and clear.

The First Book: Song and Story for Little Children. Edited by E. E. SPEIGHT and CLARA L. THOMSON. (Price 2s. net. Simpkin, Marshall.)

The "Junior Temple Reader" has taken its place in the scholastic world, and most teachers are familiar with its plan of composition. Of the present volume we need only say that the same method is carried a stage lower, and that the infantile folk lore and folk *Lieder* have been chosen with equal taste and judgment. There is music for the rimes, and illustrations on every page; those by the brothers Gould are admirable.

H. G. Wells, Les premiers Hommes dans la Lune. Roman traduit de l'Anglais par H. D. DAVRAY. (Price 3f. 50c. Société du Mercure de France.)

A very readable translation of Mr. Wells's fascinating book; and, so far as we have been able to compare it with the original, above the average in accuracy. Here and there we have found a phrase which seems hardly a full equivalent for the English; but, on the whole, we have been more inclined to wonder that so much of Mr. Wells's individual style can be retained in the process of translation. Any teacher who may be fortunate enough to have a really intelligent class, with no too importunate examination in view, might find it well worth while to try this book for reading "at sight."

BOOKS OF THE MONTH.

Art.

- The Art-Worker's Quarterly: a Portfolio of Practical Designs. Vol. I., No. 2. Chapman & Hall, 2s. 6d.
Floral Design in Colour. Sets 1 and 2. By F. F. Lydon. Burns & Oates, each 1s. 6d. net.
Examples of Elementary Drawing and Design for Schools.—(1) Natural Form. By G. Wolliscroft Read. Chapman & Hall, 12s. net.
(2) Plant Form. Same author, publisher, and price.
Premier Congrès International de l'Enseignement du Dessin.
Philips' Primary Drawing Cards. By F. F. Lydon. 1s. 6d. net.
Mediæval London. By W. Benham and C. Welch. With a photo-gravure. 5s. net, or, in cloth, 7s. net.

Classics.

- Tacitus' Life of Agricola. Edited by H. Smolka. Williams & Norgate, 9d.
"Blackie's Illustrated Classics."—Cæsar, Gallic War, Book VI. Edited by John Brown. 1s. 6d.
"University Tutorial Series."—Vergil, Georgics I. and IV. Edited by F. G. Plaistowe and Gilbert Norwood. 3s. 6d.—Livy, Book XXI. Edited by A. H. Allcroft and B. J. Hayes. 2s. 6d.—Cæsar, Civil War, Book I. Edited by A. H. Allcroft. 1s. 6d.
Greek Prose Composition. By S. V. Andrew. Macmillan, 3s. 6d.

English.

- English Songs and Ballads. Compiled by T. W. H. Crosland. Grant Richards.
George Eliot's Life. By J. W. Cross. 2 vols. Warwick Edition. 2s. net.
Prose Works of Jonathan Swift. Edited by Temple Scott. Vol. IX. George Bell, 3s. 6d.
Macaulay's Essay on Chatham. Edited by Rev. H. W. Dennis. Longmans, 1s. 6d.
Sancta Paula: a Romance of the Fourth Century, A.D. By W. Copland Perry. Swan Sonnenschein, 6d.
Selections from De Quincey. Edited by M. H. Turk. Ginn, 4s. 6d.
The Buried Temple. By Maeterlinck. Translated by A. Sutro. George Allen, 5s. net.
Milton's Lycidas. Edited by H. B. Cotterill. Blackie, 1s. 6d.
"The Picture Shakespeare."—Richard the Second. Blackie, 2s.

History.

- The American Historical Review, Vol. VII., No. 3. Macmillan.
Mediæval Wales. Six Popular Lectures by E. G. Little. Fisher, Unwin, 2s. 6d.

The Australian Commonwealth, its History and Geography. E. Arnold, 1s.

King Edward's Realm: Story of the Making of the Empire. By Rev. C. S. Dawe. Educational Supply Association.

Mathematics.

Woolwich Mathematical Papers for 1892-1901. Edited by E. J. Brooksmith. Macmillan, 6s.

"Rivingtons' Junior Mathematics."—Algebra, with Answers. Part II. By H. G. Willis. 1s. 4d.

Modern Languages.

"Siepmann's German Series."—(1) F. Schrader's Friedrich der Grosse. Edited by R. H. Allpress. Price 2s. Key to same, 2s. 6d. net. (2) Wilhelm der Siegreiche, von Karl Zastrow. Edited by E. P. Ash. Price 2s. Key to same, 2s. 6d. net. Macmillan.

Molière, Las Fâcheux. Edited by E. J. Trechmann. Clarendon Press, 2s.

Victor Hugo's Notre-Dame de Paris. Abridged and edited by J. R. Wightman. Ginn, 4s.

Natural History.

The Natural History of Plants. By Kerner and Oliver. Part I. Blackie, 1s. 6d. net.

Butterflies and Moths of Europe. By W. F. Kirby. With 54 coloured plates. Part I. Cassell, 7d. net.

Pedagogy.

L'Éducation des Jeunes Filles. Par Henri Marion. Collin, 3.50 fr. Questions d'Histoire et d'Enseignement. Par Ch. V. Langlois. Hachette, 3.50 fr.

Report of the Commissioner of Education for 1899-1900. Vol. II. Washington.

Analytical Psychology: a Practical Manual for Normal Schools. By Lightner Witmer. Ginn, 7s.

Bilingual Teaching in Belgian Schools. Report by T. R. Davies. Pitt Press, 2s.

Theology.

The Credibility of the Acts of the Apostles: Hulsean Lectures for 1900-1. By F. H. Chase. Macmillan, 6s.

New Testament History for Young Students. By Rev. C. J. Hamer. Allman, 1s.

A Manual of Consolation from the Saints and Fathers. Compiled by J. H. Burn. Methuen, 2s.

SAFE NOVELS.

Michael Ferrier. By E. FRANCES POYNTER. (Price 6s. Macmillan.)—Miss Poynter has chosen for her hero a man of over-sensitive organization, and given him an education calculated to increase his tendency to morbidness rather than to brace his moral nerves. But she succeeds in making Michael Ferrier interesting, and we wish him well in his courtship of Helen Umfraville, a really charming girl upon whose successful creation the author is to be congratulated. Helen has also been unfortunate. She is motherless, and practically fatherless, for her father is incapable of bearing the restraints of family life, and arranges his life in Italy on lines not domestic at all. But Helen is well provided with the things of the world and she has an admirable friend and guardian in Miss Beavan, her volunteer governess. Between Miss Beavan, who is all sterling worth, common sense, and real refinement, and Lady Mills, the society god-mother, with a bias of falseness in her character, there is hostility, veiled or open, from the beginning of the book to the end. When Michael comes to London he gets his first lessons in worldly discretion from Lady Mills, and idealises her very completely. Disillusionment comes when Michael tells his *confidante* that he is in love with Helen—Lady Mills has meant Helen for her own son. Accordingly she lies to Michael, pretending that her boy and Helen are engaged. Complications arise and the situation gets distinctly uncomfortable. And then it is that the weakness of Michael—and also of the plot—declares itself. The pretensions of Henry Mills provoke Ferrier beyond endurance, and in a moment of passion murder is done. The sequel is distressing and depressing. But the constancy of Helen is touching, and, though we wish there had been another development of the story, we admire to the end its quiet delicacy and distinction of tone.

The Dark o' the Moon. By S. R. CROCKETT. (Price 6s. Macmillan.)—In "The Dark o' the Moon" Mr. Crockett carries forward the history of the Raiders. We have them in open insurrection under command of a Joan of Arc heroine called Marion of the Isle. Marion, in King George's uniform, makes a gallant figure in camp and fight. But she finds her master in Captain Austin Pendennis, and slowly but completely capitulates. Another heroine, Joyce Faa, not less heroic but more feminine in her action, belongs to the narrator of the story, Heron Maxwell. But he holds her through the greater part of the

book on the precarious tenure of distinterested love put under restraint by the fact that she is the betrothed wife of another. The novel is full of bustling life and fine scenic effects. It is not quite easy to understand the action in the beginning, but by degrees conviction warms the narrative and "it goes."

A Heart of Flame. By CHARLES FLEMING EMBRÉE. (Price 6s. Methuen.)—Santa Fé is the scene of Mr. Embrée's novel "A Heart of Flame." The plot hangs on the hostility with which two desperate brothers, Antonio and Patricio, regard the Church and its priests. The murder of a bishop brings things to a climax, and there is fine and moving action in the scenes that follow. The book ought to be a good one, for it is certainly clever and powerful. But the manner is too much that of the impressionist. Detail and surface effect are overdone, and we lose sight of the author's intention, while, as motives of action in the characters are never made clear to us, the general result is too indefinite to be satisfactory.

OBITUARY.—MISS CROMBIE.

By AN OLD PUPIL.

BY the death of Margaret Cuthbertson Crombie on the 13th of February the educational world lost one of its most enthusiastic and indefatigable members, and we whose great privilege it was to be trained by, and to work under, her lose a revered and much beloved friend. Hers was, indeed, a many-sided multifarious life, each day crowded with duties from morning not only until night, but to morning again. After but a few hours' sleep, she would rise and commence the day with an energy and interest which might well have put many of the younger generation of teachers to shame. "Teaching is my delight"—these were words often on her lips and demonstrated hourly in practice in her relations with her pupils. There was not a department in her establishment at Leylands, Kindergarten, School, or Training College, in the management and carrying on of which she did not take an active part. From the three-year-old mite, whose nearest approach to the utterance of her name was "Miss Tombie," to the senior student, one and all had her individual care and attention. Her infinite patience with the little ones and her skill in assisting them to make full use of their mental powers were impressive examples of the practical application of the theories put forward in her lessons on education. But the duties and interests did not begin or end with educational matters. Domestic, social, and political questions each claimed a certain amount of her time and attention, and one could only marvel how she knew and did so much. Enthusiasm for her work seemed to radiate from her; had she lived a hundred years she would still have been young. She created an atmosphere in which even those most disposed to feel disheartened were bound to find fresh hope and courage. Many of us after leaving her and taking up positions in schools where the ruling desire of the principal was for a display of "show" work at the term's end, to satisfy exacting parents, were apt to become callous and lose sight of the true purpose of education. But we had only to go to our dear mistress and friend, who was ever ready to help us out of our difficulties, and we would return to our work with renewed inspiration and fresh resolves and strivings to follow more closely in her footsteps. She was always so unconscious of what she stood for to us, her old students, that once—it was the last time I saw her—I tried to tell her how her influence had followed us into our different corners of the world and made life a different and more beautiful thing; how we spoke of her to one another with blessing and gratitude, knowing that she had made us better women than we could have become had her light been withheld. She listened with a beautiful smile on her face, and with tears freely falling, said: "It is too much—I could not have asked so much."

Pestalozzi never had a truer disciple than Miss Crombie, or one who more faithfully carried out his principles in her plan of work. She was often urged to reprint her translation of his life by Baron Roger de Guimps, but she would not consent to do so until she had revised her work. This was one of the many tasks that she tried in vain to find time for. In many ways she singularly resembled Pestalozzi—in her zeal for everything connected with education, in the entire absence of any self-interest or sordid motive in her work, in her great simplicity, which was as that of a little child: she was so good herself that she could see no evil in others. Truly may it be said of her that she was "a perfect woman, nobly planned." I have heard her say, when it had been suggested that she should some day give up teaching: "I hope I shall die in harness." Her wish was fulfilled. Only the week before she was taken from us she was struggling against complete physical exhaustion, although giving lessons as usual. But, alas! her splendid constitution, undermined no doubt by many years of overstrain, at last gave way, and death claimed his own. But her memory lives, and will live with all those who knew and loved her—and to know her was to love her. An idealist she was, and our ideal as well. We shall think of her always with love and reverence, and with gratitude in our hearts for having come under her influence and shared in her friendship.

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OCCASIONAL NOTES.

THE religious question, which we heard the other day described as a detail, is the one serious stumbling-block in the way of the educational proposals of the Government.

The Education Bill.

Could we have had a clean slate, other proposals might have been more cordially welcomed. But, with the voluntary-school system in existence, compromise was imperative; and we have given our support to the main principles of this Bill chiefly because, first of all, one Local Authority is provided, and, secondly, because the Bill is not burdened with details. Each locality is left, to a great extent, to work out its own salvation. Even if, in certain backward localities, the progress should be infinitesimal, eventually, we feel sure, a far sounder system of national education will result than if an attempt were made from headquarters to direct the education of the locality in all its details. Three points we have raised as needing amendment before we can give our entire approval to the Bill. The voluntary clauses must be made compulsory. That this is the intention of the Government seems now beyond doubt. There must be an additional Treasury grant. This is now conceded by Mr. Balfour. Suitable arrangements must be made for pupil-teachers belonging to the Free Churches. This is a real grievance for which an acceptable remedy has yet to be found.

CLAUSE 1 has passed through Committee. Mr. Balfour, no doubt remembering the lesson he learnt in 1896, remained deaf to all blandishments. The Council

The One Authority.

of every county and of every county borough shall be the Education Authority. It would, of course, be contrary to all political experience in England if this clause were without modification. In the first place, London is excluded from its operation; and, secondly, boroughs with a population

of ten thousand, and urban districts with a population of twenty thousand, are to be the Authority for elementary education within their area. Mr. Balfour's financial proposals will, we venture to think, remove all opposition on this ground. In addition to the fee grant and the variable grant already contributed from imperial funds, the Treasury is willing to pay a sum equivalent to about 7s. 6d. per child. Of this grant a sum equal to 4s. per child will be paid to each school. The remainder will be apportioned according to the poverty or wealth of the area as shown by the produce of a penny rate. The existing special aid grant to voluntary schools and the grant to poor School Board areas will both be included in the new seven-and-sixpenny grant. The new grant doubles the old.

MR. BALFOUR agreed to modify the opening line of Clause 2 as follows: "The Local Education Authority shall consider the needs and take such steps after consultation with the Education Department as may seem to them desirable to aid the supply of education other than elementary."

Clause 2. It is curious, by the way, that Mr. Balfour and other speakers so often fail to give the Education Department its new statutory name. In the minds of many speakers the substitution of "shall" for "may" seemed an important point. We are inclined to doubt whether the new form of words is stronger than the old. We certainly hope much from the new Authority, but compulsory burdens are not always cheerfully accepted. A further amendment which follows the wording given above runs "including the training of teachers and the general co-ordination of all forms of education." The danger is that, if details are once admitted into the Bill, the idea may arise that what is not specifically included is not a duty of the Local Authority. These points are important, but certainly the original wording included them. Another amendment makes compulsory the spending upon education of the whisky money. We are glad to see the provision for training specifically mentioned. At the same time it was not excluded by the terms of the original clause.

THE most satisfactory feature of the almost interminable discussions on the Education Bill is the absolute unanimity of the associations of teachers and other experts in favour of the general principle. No less than ten of these bodies, representing every grade of secondary, technical, and elementary education, have dealt with the question in a broad and businesslike manner, avoiding all reference to sectarian questions, and suggesting amendments to make the Bill more workmanlike. Well might Lord Avebury express his astonishment at the unanimity in this matter of such a very mixed body as the Association of Technical Institutes. But the most remarkable sign of the times was the discussion at the meeting of the School Board Clerks' Association, which body declined to condemn the Bill. Mr. Hance, of Liverpool, probably our greatest expert in elementary administration, who was in charge of the subject, proved a very Balaam, much to the amazement of Mr. Lyulph Stanley and other political Balaks present. "The Bill," he said, "will set up immediately for five-sixths of the population bodies capable of dealing with all forms of education." Observe, as we say at school, the force of the word "capable" in such a connexion. But, further, "the Bill will extend to every child such advantages of education as can be secured by public expenditure directed to a greater or less extent by public control," and much more to the same effect. The hopelessness of the Free Church opposition is well shown by the *naïveté* of the latest suggestion

received at a London mass meeting with great applause—that these Ministers should go to the King himself to urge him not to sign such a wicked Bill in the Coronation year.

ONE of the most curious documents which have yet seen the light is the petition of the Durham County Council (Chairman, be it noted, Mr. S. Storey, ex-M.P.) against the Bill. This Council, it will be recollected, was one of the seven which opposed the Bill of 1896, as involving the County Councils in contentious business, “endowing sectarianism,” &c. It now makes the sixth Council in opposition to the present Bill, as against some forty, and, as far as we can find out, practically all the English County Boroughs on the other side. This document is based upon the common misconception that the “scheme” of the Bill is intended to settle the quality of the education of the county concerned, instead of only referring to the composition of the rating Committee. Hence the Durham people are much afraid of what will happen in the “less progressive counties.” One has hitherto been under the impression that the duty of a County Council was to consider the effect of legislation on its own county, and not on others. After that, we find the Bill condemned for “fostering discord” by “increasing sectarian teaching at the cost of public rates,” which, of course, is entirely contrary to the fact. The abolition of School Boards, “admirable and popular executive machines,” is deeply regretted. Then we come to the *crux* of the whole question. The ninety-six Durham County Councillors are so overworked, and the train service is so bad, that they really cannot do any more work for the State. The Bill exactly contemplates such a case, and provides for unlimited outside assistance. But, no, Durham won't have it any way, and insists that the Committee should be composed as to at least two-thirds of its number of the overworked Councillors. It is not to be wondered at that Mr. S. Johnson, the Chairman of the Durham Education Committee, has written to the papers in opposition to these views.

WE are quite content with the progress of the Bill so far. Clause 1 has taken three and a half days only to get through Committee, though on it practically all the speeches were of the second reading character. This is scarcely to be wondered at, as, in Mr. Balfour's own words, it contained the whole principle of the Bill, being designed “to get rid of the *ad hoc* business once for all.” Now the Bill of 1870, which contained a hundred clauses as against twenty in the present Bill, got into Committee on June 20, was just fifteen days in Committee, and reached the second reading on July 22. There are fifty-four pages of amendments left on the order paper, but no less than six have already gone. It is difficult to conceive anything more absurd than the glee with which the party papers contemplate the piling up of amendments. The writers forget that an amendment which does not contain a new principle is generally ruled out of order, and, in one day's debate, two pages suffered this fate. Besides, any amendment to, for instance, Clause I., necessitates consequential amendments to almost every other clause. Of the fifty-four pages, more than half are taken up in this way, and the decisions already given have made nearly ten pages so much waste paper. Further, no less than five pages more deal with financial matters bearing on the rates *versus* taxes controversy. These all vanish before the Chancellor of the Exchequer's concession. Finally, several of the clauses are merely of a drafting character, and are subject to but little attempt at amendment. Thus, with the aid of the closure, we do not despair

seeing this Bill, at any rate, made law without any carriage over into the autumn.

MEANWHILE it must not be supposed that all the amendments are of a frivolous or obstructive character. A group of members, notably Mr. Hobhouse, Sir F. Powell, Mr. Haldane, Mr. Warr, and Lord E. Fitzmaurice, acting on behalf of various associations, are doing their best to improve the machinery of the Bill in details which are beneath the notice of the politicians proper. Clauses 7 and 8, dealing with the constitution of the managing bodies of schools, are far from perfect. Mr. Hobhouse proposes to alter each managing body into a “committee of management.”

The Local Education Authority shall fix the number of members, and shall appoint one-half of the Committee. The other half shall be appointed as follows:—Within a borough or urban district by the Council of the borough or district, and within a rural district by the Parish Council, or, if there is no Parish Council, by the Parish Meeting. Provided that where schools are grouped for the purposes of management the Committee shall be appointed by such bodies and in such proportions as the Local Education Authority may determine.

And in Clause 8 he desires to insert a new subsection—

The Local Education Authority may, for purposes of management, group any schools not provided by them, but in such grouping shall have regard to the convenience of the managers and to the character of the religious teaching given at the schools.

It is obvious that the county proportion, if they are to be fit persons, must be few, and must not be swamped by an unlimited number of local persons. It is also of great importance that the whole of the municipal machinery should be brought into play, and every kind of council interested in the schools. There is no reason whatever why certain managers and teachers should not be common to contiguous schools, and considerable efficiency and economy must result from the formation of groups in this way.

THE amendments accepted by the Government to Clause 2 of the Education Bill go as far as can reasonably be expected. “Mandatory” words to Local Authorities like the English County Councils would not be of the slightest use, and would lead to endless friction, more especially as the Royal Commission distinctly declined to say what was adequate provision of secondary education and refused to accept any figures as regards a minimum statutory supply of such education. Mr. Acland (in the Acland-Roscoe-Hobhouse Bill) in 1894 certainly said “The County Councils shall supply,” &c., but immediately made the “shall” meaningless by the subsequent words “to such extent as they think fit.” Certain Opposition enthusiasts are now eager to adopt the Welsh system, and make the counties submit “schemes” of school provision, &c. Here, also, Mr. Acland is against them. He issued a memorandum to his Bill to show that the only reason for this provision in the Welsh Act was because of the “pooling” of endowments, which could only be effective with the consent of the Charity Commission. In the present Bill there are neither charities nor Imperial education grants in any way involved in the discretion of the Local Authority; hence there can be no need of a central direction or consent as regards the local expenditure. Ample control is exercised by means of the South Kensington grants, whose withdrawal from a recalcitrant Authority would mean bankruptcy or an intolerable strain on the rates. True, Mr. Bartley scents danger to private schools in the extra grant to elementary education: but his reasoning is too obscure, and the connexion is not obvious.

*Necessary
Administrative
Amendments.*

*County
Durham
and the Bill.*

*No Autumn
Session.*

*The “Schemes”
under
the Bill.*

WHEN the County Councils Association qualified its approval of Part III. of the Education Bill by a proviso that the whole of the additional expenditure should

*Part III.
made
Compulsory.*

not come from the rates a new Treasury grant was practically inevitable. Peace in South Africa made it certain. The proposal to abolish the partial and meagre special-aid and necessitous School Board grants, and substitute for them a consolidated grant averaging 7s. 6d. a head for every scholar, is an eminently practical and statesmanlike measure. It has an exact parallel in the action of Mr. Forster in 1870. Its consequences are likely to be far-reaching. In the first place, it necessitates the withdrawal of the elementary option as regards Part III., for, in an area not adopting that Part, the distribution of this grant will be impossible. Again, it sets free certain rate money which is much more likely to be devoted to secondary education. The great principle of county government, whereby the wealthier areas contribute towards the support of their poorer neighbours out of the common purse, receives emphasis from the method of distribution by means of a fixed 4s. grant and a variable addition, in proportion to poverty, of from a few pence to nearly 4s. 6d. more. The objection taken by many critics to the proposals of the Bill as regards new schools, that, as the special aid grant went only to voluntary schools, the Authority was practically bribed to let the increase of schools be in this rather than in the Board direction, is taken away, and the probability is that the Councils will now prefer to throw their influence on the other side. Possibly the best of all consequences, from the Government's point of view, is that it removes some six pages of amendments and breaks the back of the opposition from their own side of the House.

THE Council of King's College, London, has at last decided to fall into line with the general trend of University work by abolishing its religious tests. In our

Tests.

opinion it has long ago been proved that tests of this character fail in the desired result, and we welcome the news that in future appointments, with the exception of professorships or lectureships in the Faculty of Theology, no inquiry will be made into religious views. It is by no means to be wished that King's College should lose its essential differentiation from other University colleges. We do not doubt that its connexion with the Church of England will remain as close as before. It is well that each constituent college should have its special character, and the Council has added to its decision a statement declaring its unwavering determination to maintain its present position. The Universities of Oxford and Cambridge suffered long ago the abolition of their tests, and it is doubtful if the most rigid Churchman would wish to return to the former state of affairs. In all departments of life we are recognizing more freely than before that a man's religious convictions are for his own conscience alone. He is judged by his success or failure to perform the public work to which he is appointed.

THE Report of the Committee appointed to inquire into the education and training of military officers is a scathing document. "From start to finish," says the *Times*

*The Education
of
Army Officers.*

correspondent, "the report is a sweeping condemnation of the methods by which young officers are generally educated before joining the Army and technically trained after receiving their commissions." That matters have not been satisfactory on the intellectual side has long been known; but neither the public generally nor the schools in particular were prepared to find the evidence against the

results of existing examinations so overwhelming. Two years ago we heard much about the stupidity of our young officers in South Africa, and the feeling began to grow that competitive examination does not necessarily discover the qualities most needed in the examinees. But we must beware of too rapid a swing of the pendulum. There would seem to be no alternative between a competitive examination and a system that might result in the most complete and ineffective jobbery. There is little doubt that for close continuous work the Army class in a public school is ahead of the general school level. Is it possible that the application needed to ensure entrance to Woolwich or Sandhurst in itself destroys the wider development of intelligence that is known as common sense?

WITH a stiff examination ahead on which one's future depends, it is obvious that one's education will be within strictly defined limits. It seems to be beyond the

Cramming.

wit of man to devise an examination syllabus that does not open the way to possibilities of cramming. Possibly we are apt to forget that the mind is only a part of the complex human being. Possibly Mr. Cecil Rhodes was on the right lines in his proposals as to the examination of the Rhodes Scholars. It seems that we must have competitive examinations; the mistake is to make the examinations so largely literary. In the report Sandhurst comes in for more severe criticism than Woolwich. This is natural. The officer who, while ready for active warfare when called upon, has also in times of peace occupations and interests which are sufficient to keep his mind from stagnation, is likely to be more keen about his profession than the officer who, in times of peace, has no official employment of his time but a certain vexatious routine, and who is obliged to find the chief interests of his life in non-professional pursuits. It has been an inherent weakness of our Army in recent times that the want of actual warfare has deprived the officers of the real stimulus to efficiency. We would not have it otherwise; but the fact must be remembered, in apportioning blame.

A PROFESSION is understood to be that pursuit by which a man gains his livelihood. Without entering fully into the economical aspect, it is quite fair to hint that

The Amateur. the want of professional keenness to which so many important witnesses drew attention may be the indirect result of insufficient

pay. No officer goes into the Army for the purpose of earning his living. Is it not possible that as a result of this the more or less unconscious feeling has arisen that the Army is not a serious profession? The actual proposals of the Committee do not strike us as likely to lead of themselves to any great reform. To give more marks to English subjects, to fix a minimum below which no marks will count, to give less marks to mathematics—these are useful reforms in their way, but of no far-reaching influence. The choice between Latin and science as one of the four compulsory subjects seems comic. But the real importance of the report is the indirect result that it and the preceding inquiry will have of arousing keenness and energy by pointing out where these are lacking. Sandhurst and Woolwich will profit by the inspections they have undergone, just as many schools are now profiting by the recently established inspections of the Board of Education.

DISCUSSION is gradually bringing to light further anomalies and hardships inherent in the Registration Order as it now stands. We learn from the *Times* that the

*The Register:
its Anomalies.*

Consultative Committee has discussed the advisability of recommending the omission of the words "not being an elementary school" from Sections 3 and 4. But it seems that the Committee decided to take no steps in the matter. To ensure entry to Column B the present untrained teacher must have taught for three years in a school "not being an elementary school." This distinction between the experience to be gained in a secondary and in a primary school is artificial and illogical. The further difficulty of which we spoke last month still remains. The qualifying experience must be gained in a *recognized* school. What is a *recognized* school? We say again that nothing short of a general inspection can settle the question. It is conceivable that certain classes of schools may be "recognized" by reason of their reputation and position. But of the smaller private schools it would be absurd to argue that they should not be recognized because they are not publicly known. And it would be unjust to deny a competent teacher admission to the Register because he or she has taught in a school of which the Board of Education has no official cognizance.

IT is not altogether a gracious task to criticize the Register. Teachers have been working during the past fifty years for the establishment of this result. Now that the machinery

Remedies?

for registration is set up we are almost inclined to cry: "Accept and be thankful." But there are ominous signs that general acceptance will not be given. We do not want a partial or sectional register. The teaching profession must feel sure that the conditions of registration are not unjust before its members apply for recognition. Nothing is to be lost by waiting a few months until the associations of teachers have had an opportunity of speaking. An Order in Council can easily be supplemented by an amending Order. The Assistant Masters' Association is undertaking a useful piece of work by endeavouring to find out how many competent masters in schools of repute would be excluded under the present Order in the London area. If it is shown that the proportion excluded is large, as we fear must prove to be the case, then a reasonable ground for amendment will have been adduced. It is to be hoped that any London head master who has not yet filled up the return sent him will do so without delay.

SIR WILLIAM RICHMOND delivered an impressive address at the annual meeting of the Art for Schools Association. There is much truth in Sir William's contention

*Art
in Schools.*

that the pedagogue endeavours to influence the mind of the child by strictly intellectual processes, neglecting the education of the emotions that may be effected through the eye. Brought down to practice, this means that children should be surrounded by beautiful objects. Further reduced to the general conditions of school life, the meaning is that beautiful pictures should hang upon the class-room walls—not maps, not the Hölzel wall pictures, least of all physiological charts. These all have their uses, and should be rolled up after the lesson. Copies of works of art which train the taste and stimulate the imagination should be on the walls; and these the Association provides at a minimum price. In the course of the discussion it was made abundantly clear that the mere proximity of a work of art is not sufficient. We know how class-rooms are arranged. The pupils face the teacher and the blackboard, objects which do not necessarily allow scope for or arouse the æsthetic perceptions. The pictures are behind the children, and frequently placed far above the level of the eye.

MR. BARNETT told an amusing story to show that a child may spend years in a class-room and know nothing of the objects on the walls. It is needful

*Pictures
in Class-rooms.*

to direct the child's attention to the picture and to relate its story. Unfortunately, only a few teachers do this; and, as a class, we teachers are still too much the slaves of the old ground-glass theory, holding that the child's attention must not be distracted from the processes of pure reasoning by the prominence of external objects within his range of vision. So sky and trees are excluded, and inkstained whitewash and chalky blackboard made objects of devoted attention. At the same meeting Mr. Stewart Headlam told a pretty story to the effect that imagination exists even in the most prosaic surroundings. He had been talking of picture-galleries and had taken some children to the National Gallery, and afterwards, in the school, he asked: "Where can we see such beautiful treasures of art as the King can enjoy in Buckingham Palace?" Instead of the expected "In the National Gallery," came the timid reply: "Please, sir, in our minds."

THE popularity of the Senior Wrangler is a fact to afford food for meditation to the philosopher.

The Senior Wrangler of this year spent the early part of his life, previous to the age of twelve, in a Board school. The London School Board thereupon officially congratulate him, and

*Senior
Wranglers.*

one member speaks of the case as a proof of what Board schools can do. The real reason for congratulation is the proof afforded that machinery exists to enable a clever boy who starts in a primary school to procure scholarships throughout a course of secondary and tertiary education. "The Senior Wrangler," wrote Mr. Oscar Browning, "is the top man in the first part of a dwindling tripos." But to the man in the street he affords an excitement that is only equalled by the Oxford and Cambridge boat race. Mr. Browning further tells us that in this year five ex-elementary students have obtained honours in the final schools. These all come from the Cambridge Day Training College. Doubtless there are many others. And it is most satisfactory to know that the able son of the humblest parents has now an opportunity to enjoy the highest advantages of education. But we recommend the School Board for London to endeavour to assimilate the fact that the Mathematical Tripos is one examination out of many, and that success in other triposes may show equal ability.

OBJECTION has been taken to the statement in our last issue, that the London County Council's new training college will not provide training for secondary teachers. Our statement was prompted by

*London
County Council
Training
College.*

the conditions of the case. In October next this new institution will open its doors to a hundred King's Scholars, a number which it is proposed to increase materially within the first two years or so. For the *technical* training of this large body of primary-school teachers the staff is to be a Professor of Pedagogy (who, as principal of the college, will necessarily spend much time in administrative duties), assisted by a normal master and a normal mistress. If secondary-school teachers are admitted, they must be taught either with the King's Scholars or apart from them. If apart, then we do not see how the professor and his two colleagues can possibly do the work which such an arrangement will involve. Still less do we see how the "secondary" students, pursuing a *post-graduate* University course in pedagogy, can be profitably instructed side by side with undergraduates who, concurrently with their study for a

-degree, are attempting to master the philosophy and the *technique* of their future calling, or so much of these as are required by the regulations of the Board of Education.

THE Joint Committee on Training, at its meeting on May 30, adjourned *sine die*. The main reason for this euthanasia is, of course, the existence of the Registration Council, which may be regarded as a Statutory Committee on Training. This was the view evidently taken by the Head Masters' Conference, who formally withdrew their representative. Moreover, the two Secretaries of the Joint Committee, Mrs. Woodhouse and Prof. Withers, had resigned when they were nominated to serve on the Registration Council, and it seemed impossible to find two equally capable and willing successors. In spite of all these valid reasons, we hope that such a thoroughly representative body is not extinct, but only dormant. Not only as a link between the various associations represented, but also as a preliminary court of inquiry, it has still a place to fill. Thus, on the agenda of the very last meeting was a proposal to discuss the conditions under which the "student-teacher" of the Minute should be recognized; that the person in charge of student-teachers should not be the principal of a school or a regular class-teacher, but a qualified master of method; that there should be one such trainer to every fifteen students; that students should pay fees, and not be reckoned as part of the staff. We give this merely as an instance of the kind of inquiry for which the Joint Committee is better qualified than the Registration Council, which at present have more work than they can get through.

TECHNICAL EDUCATION.

THE proposed increase in the grant from the Government Exchequer for the purposes of elementary education will considerably facilitate the progress of the Education Bill. It is, of course, well known that a large number of voluntary schools have had their existence prolonged, not because their supporters love them more than schools of another type, but because they love rates less. Mr. Balfour's proposed supplementary grant will mean, roughly speaking, a relief to the rates of 2d. in the £. The amendment to the Bill definitely securing the residue under the Local Taxation (Customs and Excise) Act for education other than elementary will be generally recognized as desirable. There was an obvious danger that County Councils, burdened with additional responsibilities for elementary education, might have used an "option" in regard to the "residue" in favour of the rates.

THE County Council of Durham, concurring with its neighbour, the West Riding of Yorkshire, has expressed the opinion that the Education Bill now before Parliament "shows no promise of affording any satisfactory solution of the education question with which it deals." But Durham goes one better than the West Riding, and reveals the spirit of the party politician in nearly every clause of a tedious and verbose petition. In parts it is contradictory. Objecting to the substitution for what is termed the national scheme settled by Parliament of a series of county schemes, the petition urges the House to trust the County Councils all in all. It is scarcely in accordance with the facts for the petitioners to allude to the provisions of the Bill which tend to the increase of sectarian teaching in public elementary schools at the cost of the public rates, as sectarian teaching is specially excluded from the secular education provided at the public expense.

It is pathetic to read that the Council, ninety-six in number, is composed of a proportion of workmen and others actively engaged in business. Owing to distances and inconvenience of trains, it is said, attendance at a Committee meeting involves, for most of them, a surrender of a whole working day, and, even under present conditions, the Education Committee is the hardest worked of all Committees. To meet this grievous state of affairs, it is suggested that discretionary power should be given to the County Council to appoint one of their own members Chairman, or Deputy Chairman, of the Education Authority, with a suitable salary. It is not shown how the salary of one of the members will relieve the burden of the other ninety-five.

IN view of the resolutions adopted by the Durham County Council, the opinions of the Chairman of the Education Committee of that Authority are of special interest. Speaking altogether apart from any sectarian or party consideration, and purely as an educationist, it seems to me, he says, to be an honest attempt to deal with a very difficult question, and I deprecate very much the threats that have been made by a certain section of the religious community that, should the Bill pass, they will refuse to pay the education rate. "These threats may sound very defiant, and may lead the uninformed to believe that the members of the Free Churches are going to be called upon to subsidize various religious sects, and provide for the teaching of creeds and religious formulae which they do not believe, and thereby create unnecessary prejudice against the Bill. What surprises me most is that the religious denomination to which some of these denouncers belong have schools of their own of which nearly the total cost of maintenance is defrayed by the Imperial taxes; or, if it be wrong to maintain a voluntary school out of a local rate, it is equally wrong to use Imperial taxes for that purpose." As the *Times* put it the other day, the stress which Lord Rosebery and others have laid upon the iniquity of asking the Nonconformists to pay the rates for an object for which they have uncomplainingly paid taxes for a great number of years provokes a smile amongst carnal and worldly men, who are incapable of appreciating the nice distinctions which weigh with a tender conscience.

THE Report of the City and Guilds of London Institute—the pioneer of technical education in this country—is very satisfactory, and must be gratifying to the City Livery Companies which are responsible for its support. Since 1878 the City companies have subscribed £622,235 to the funds of the institute, the five largest contributors being the Goldsmiths, Fishmongers, Clothworkers, Mercers, and Drapers, the total of their donations and subscriptions being respectively £107,664, £94,910, £91,000, £63,000, £50,500. At the Central Technical College 277 regular students were under instruction, as compared with 281 in the previous year; while at the Finsbury Technical College there were 187 day students and 701 evening students. In the department of Technological Examinations 14,653 papers were worked, nearly double the total of 1891, and the number of students attaining certificate standard reached the total of 8,143.

THE PLACE OF LITERATURE IN EDUCATION.*

PLATO and Aristotle described the true education as that which causes a man to feel pleasure and pain at the right things—*χαίρειν τε καὶ λυπείσθαι οἷς δεῖ*. A modern cynic has said that public-school education consists in "teaching boys subjects they don't want to learn by methods which make them dislike them still more." May I take a third text for my discourse from my own personal experience? It was at a school debating society, and the subject was a poem of Mr. Rudyard Kipling's. There rose to defend the poem a sixth-form boy, a historian of some ability, and fairly widely read. "Hon. members," he said, "seem to forget that this is poetry. Now all poetry is rot, of course." I need not quote further—it is to that "of course," which was delivered with an air of simple conviction, that I want to call attention as a factor in the question which we are to consider.

Of the pupils who pass through our schools some, no doubt, are born Philistines, some—by too exclusive devotion to cricket or football or mathematics—achieve Philistinism. I sometimes wonder whether there be not some perhaps who have Philistinism thrust upon them. With the first two classes I do not wish to concern myself: I have no suggestion for their cure. But it is worth while considering how many boys leave our hands who, having the germs of literary appreciation in them, have had it crushed out by uncongenial methods or withered by neglect. I am not going to labour the point of the desirability of implanting this quality in the mind: if any one wishes to move the previous question on this head, let him do so. I shall take the liberty of assuming the desirability, and discussing how far it is possible by teaching to produce the desired effect.

We profess to give to the majority of our boys a literary education. What precisely that means I should find it hard to define. It certainly does not mean that every one who has been through a public school can read, write, and spell. My limited experience of boys and men goes to confirm the truth of Dogberry's saying that "reading and writing come by nature"; and nature is somewhat capricious in the distribution of her

* A U. U. paper read at Rugby, May 31, 1902.

gifts. But, at any rate, taking the ordinary boy, we concentrate his attention upon language: we begin early to make him, by translation and composition, think about the meaning of words and the construction of sentences; we try—often in vain—to give him some sense of the sound and rhythm of poetry by making him learn repetition and construct Latin verses.

It is true that in the earlier stages of all this he doesn't realize that he is learning language and its uses; he only conceives himself—for some mysterious purpose known only to the fates that control his education—to be grinding out some Latin or Greek construction, or doing puzzles with longs and shorts. But a subject is none the worse learnt because the process is unconscious, and that this training has a distinct bearing on the literary side of his education is not likely to be denied by any teacher. I fancy modern-side teachers of English literature would bear witness that a grounding in Latin is almost an essential preliminary or accompaniment of their subject.

I have so often, in argument, defended the cause of classical education that I cannot but be painfully aware of gaps in the defences which I would fain have repaired. I suppose the conventional lines of defence are two. We claim, first, that classics are the best mental gymnastic; and, secondly, that the classical literature and ideas are essential parts of the mental furniture of any truly cultured individual. For the favoured few I have no doubt that this double defence is strictly true. The ablest scholars who rise to the top of the school, and pass on to a classical career at the Universities, undoubtedly get both ideas and mental drill to a satisfactory extent. The higher stages of composition and translation provide them with a thorough training in style and language—in their own language just as much as in Latin and Greek; and their reading is wide and varied enough to cover all branches of literature, and open their minds to ideas. If we add exercises in the science of language, such as grammar and philology may well afford, and history and Scripture, I do not think that, either as mental training or as an initiation into the wide fields of literature, their education can be called unduly limited. Such boys are specialists with particular capacities for languages, and by means of these capacities we train their whole mind. If we fail with them, it is the fault, I believe, of us who teach, not of the system or the subject.

In the education of these boys, the classical specialists, who form the majority of the best boys in most, if not all, of our public schools, literature necessarily plays a large part. In the earlier stages, of course, of their classical teaching—that is to say, in the lower forms of a public school, and in the preparatory schools—the books read will be rather the means than the end. It is on the acquiring of the languages, not the understanding of the literature, that the attention is necessarily concentrated. There have, no doubt, been boys who, even in this first period, found Cæsar interesting and Xenophon exciting; but these are the negligible exceptions. Personally, I am inclined to doubt whether much attention to the subject-matter in the earlier stages is consistent with that grounding in language which is the primary object of our earlier classical teaching. So much the more reason that we should not grudge, at this stage, a liberal allowance of time to English literature, as the only kind of literature as yet accessible to our pupils.

But there will come sooner or later in the boy's progress up the school a period at which the situation is reversed. At first the book read was the means; the end was the learning of language. In the later stage the book is an end in itself; the problems of language are, or should be, a secondary consideration. It is at this stage that the difficulties become greater; it is far less easy to adapt the class system to the securing of our aim, and I doubt not that we lay ourselves open to cynical criticism, and are in danger of killing the very plant which it is our object to foster. "Then farewell, Horace, whom I hated so!"—Lord Byron is not the only schoolboy who has had that experience. Even Horace himself was not free from prejudice against the writers Orbilius taught him at school.

There are, I take it, so soon as we pass from the elements of language teaching, three branches of classical study—composition, science (by which I mean grammar and philology), and literature. May I add that the greatest of these is literature? Of course, the three divisions inevitably react upon one another. The more a boy reads, the better it will be for his composition, just as when he has tried and partially or wholly failed to produce good style himself there will be more chance of his appre-

ciating successful style in his author. Again, the words and phrases which he meets in his reading will no doubt provide material for his grammatical and philological studies, while those studies will enable him better to appreciate the precise meaning of words and phrases in his reading.

But I deprecate the making of literature subservient to either of the two other studies. If we set pieces of retranslation from the book we are reading, it is to fix the mind on the style and expressions of that book, not primarily for the sake of subsequent reproduction in prose or verse. If we stop over points of grammar, it is not because a particular line is a valuable illustration of a special construction, but because the understanding of the special construction is essential for the understanding of that particular line. Is it presumptuous or unpractical to plead that elaborate theoretical discussions of the origin of constructions and phrases, of your *οὐ μὴ's* and your *μὴ οὐ's*, belong to the department of scientific grammar, and should be treated in a special grammatical lesson, not as part of the time assigned to Aeschylus or Plato? Similarly, I have never looked on the learning of Anglo-Saxon as an essential part of a Shakespeare lesson; and I regard as the primary object of a lesson in Homer something quite other than the parsing and conjectural—generally *very* conjectural—derivation of obscure Homeric forms. I would far rather have the commendation given by a pupil to the lessons of a predecessor of mine—that "he made you feel what a beast the Cyclops was."

I do not want to be misunderstood. I am far from asserting that grammar, composition, and philology are negligible, or even unimportant, elements in the study of a language. But I do plead that they should be kept within due limits; that we have no right, if we profess to teach literature, to make them either in reality or in appearance the main subject of our teaching. If we do, we run the risk of disgusting appreciative boys with the very subjects which we most desire them to appreciate, and we destroy one of the main justifications of classical teaching, that it gives boys a chance of appreciating the best thoughts of the greatest thinkers.

I believe that the danger is much greater when we pass from the favoured few to those who are not really qualified to be classical specialists at all. So far I have been speaking of those to whom the classics open up a wide field of literary interest, who can afford to spend time on the preliminaries because they are to go through to the end with these studies, and can look forward to putting the coping-stone on them in "Greats" or Tripos. But what of the vast majority who never reach this standard, who have not the linguistic capacities to profit by the niceties of a classical education? My own impression—it is very likely a wrong one—is that the number of those who do so profit is smaller than we generally think. Even in our sixth forms,

πολλοὶ μὲν νερθηκοφόροι, βάκχοι δέ τε παῦροι.

there are many who wield the cane who are never initiated into the higher mysteries of the classics, and on whom a great deal of their classical study is wasted. And there are the many who never reach the sixth at all, who go through the same preliminary training as the favoured few, without attaining the final stage which is the main justification of that training. We say, no doubt, that they have had the benefit, the unquestioned benefit, of the preliminary digging and ploughing which classics give to the mind. But ploughing loses half its value if no sowing follows; and there are so many boys with whose minds the digging and ploughing process is repeated again and again and the sowing indefinitely postponed.

I do not see how we can justify theoretically the bringing up side by side of young boys with gifts for language and composition which will enable them to rise to the top of the school and take high classical honours at Oxford and Cambridge, and older boys whose school career will end perhaps in the fifth, and who will never touch the classics after they leave. Both have profited, I doubt not, by the early drill of Greek and Latin, and so far have had some literary training already. The classical specialist wants now the careful and gradual training in the details of language which will give him a scholarly appreciation of what he reads afterwards. The compositions he writes now are only stages on the road to the period when he will be able to aim at, and have some appreciation of, style and to produce something for himself which will give him some of the actual satisfaction of the artist. His fuller literary training will come afterwards, and he can afford to wait for it.

But cannot more be done for the boy to whom the forms below the top of the school are not a half way, but a final, stage in his career? If he has but slight linguistic gifts, Latin prose can never give him any of the pleasures of composition such as await his younger and more fortunate school-fellow. If we are right in claiming that the classical literature and its ideas are invaluable as a part of any man's education, ought we not to be giving these much more liberally to the ordinary boy? Is there any justification for keeping him grinding at niceties of language which he can never appreciate, for reading with him books which have not in themselves any interest, when there is the whole field of classical literature to select from?

I find it difficult to express my meaning clearly and definitely. I am rather asking for opinions than desirous to dogmatize. But what I feel is that we have no right to educate the average boy as if he were a classical specialist who was going through to the end with his classical studies. I do *not* mean that I disbelieve in a classical training for the average boy. I have sometimes dreamed of a classical training for boys who have reached a certain stage, which we may roughly represent as the upper school, in which classics should be taught on a broader basis and more general lines, in which we should abandon—may I say it?—the schoolmaster's fetish of accuracy in detail, and aim at giving the boy a wider, if a shallower, outlook into classical literature than we do at present. Let him do more, less accurately and less in detail; let him even be turned on to translations of some authors whose language is too hard for any but an expert; above all, let him not be set down to writers in whom the style only, and not the ideas and subject-matter, are the recommendation. I see no reason why such boys should be condemned to read any Cicero except perhaps the second "Philippic"; on the other hand, there is no reason why they should not read almost the whole of Homer.

I am aware, of course, that there are practical difficulties. The exigencies of "Smalls" and "Little-go" compel us to go on grinding boys in the details of grammar and the wearinesses of elementary Latin prose long after the stage when these are the appropriate training and discipline for the mind. But I don't think the dreaming of dreams is altogether a bad thing, even though they involve such impossibilities as the adaptation of present Oxford and Cambridge requirements to the general education of the average boy. Moreover, I have faith enough in literary studies, and in the classics, as a basis of general education, to believe that the present system might be modified so as to remedy many of the apparent deficiencies without the wholesale abolition of the classics from the curriculum of the majority of our boys. For I believe that, if we succeed in doing for the less gifted of our boys what we profess that the classics can do, and what we know that they do for the best of them, we shall hear less and less of the purely utilitarian view of education which clamours for modern languages and mathematics as the one thing needful, not because they develop the mind, but because they will be practically useful for engineering or on the Stock Exchange.

I am well aware that there are many practical difficulties in making literature, rather than language, the basis of our general teaching. Not the least of these difficulties is certainly the unequal and uncertain distribution of the faculty of literary appreciation, of the power of grasping ideas. Many boys fail altogether to admire what are to us jewels of literature, not because they are born Philistines, but because they have not yet the necessary experience of life to realize at all the truth of the literary representation of it. To a large number of boys the study of literature is too like making "bricks without straw." In such cases we, perhaps, do more harm than good by merely saying, "Ye are idle, ye are idle," or by prematurely cramming our own enthusiasms down their throats. Yet there are always boys—far more, I believe, than we often think—who are prepared to admire imitatively, if not with full comprehension, what they see that those more educated than themselves admire; and there will be a few whose enthusiasms outrun our own.

I am aware, too, that literature is *not* supposed to be a good disciplinary subject. It lends itself too much to dilettantism, and demands less of the element of strenuous application and brain racking that is needed, for instance, for Latin verse. But here I must fall back upon the doctrine of an essay published a few years ago in this journal by the present Head Master of Birmingham, that it is the function of the literary side of our

education to develop interests and appreciation rather than to grind boys into accuracy, and to stimulate, rather than to discipline, the mind. For the training in accuracy have we not modern languages and science, and for discipline mathematics?

I have said nothing about the teaching of English literature, nor, indeed, of modern literature at all. But I believe the principles are the same in all: indeed, I think we lose at present by making such a sharp distinction between the different branches of our literary teaching. With regard especially to modern languages, I do not see why the sixth-form boys of a school should not be taken appreciatively through the best French and German classics, as, I doubt not, in many cases they are. To my mind, this is both more possible and educationally more desirable than to give them a conversational knowledge of French and German.

But there will always be some boys in whom good literary powers co-exist with great incapacity for the acquirement of any foreign language. It must be a matter of common experience that literary appreciation and taste by no means invariably follows the normal lines of school progress. Indeed, it seems to be a plant of strangely capricious growth, springing up often in the most unlikely corners of our gardens, where we are not conscious of having sown the seed or even done any watering. Here and there in all parts of the school we shall find boys who read with avidity books other than magazines and ephemeral novels. We shall find middle-school boys who read "Omar Khayyam" and "In Memoriam," and, conversely, upper-sixth boys who say or think that "all poetry is rot." I may mention that the boy with whom I have found it most interesting to discuss books during the last few years was one who struggled with difficulty at an advanced age into the lower fifth, and left a term too early in order to "cram" prose and grammar for "Smalls."

Such cases are no doubt partially accounted for by a certain dilettante interest and ability counterbalanced by a dislike of the systematic application which is necessary for progress in the routine studies of the school. But I am not convinced that this is the whole account of the matter. Such boys, I think, have a real grievance against our system. They are boys with distinct gifts of their own, and have, I think, some claim on our special attention. It has been said convincingly that what we want is to get at boys through the subject, whatever that is, that they can do best, and develop their best capacities through that, giving them in other subjects just that amount of knowledge and interest which will make them an intelligent audience. We aim, in fact, at making our boy "Jack of all trades and master of *one*." This is the principle on which we are working now to an increasing extent. We let our boys specialize after a certain stage in mathematics, in science, in foreign languages dead and living. But we make no provision for the boy who has special gifts, but not such as come under any of these heads.

I have known many a boy with decent literary power and appreciation who never reached the sixth form, *i.e.*, the place where he would most be benefited by literary companionship, because he was hopeless at Latin prose, and very weak at Greek grammar. I should like to close my paper by asking whether we do not thereby waste some intellectual force which we might use. I take it that it is to the advantage of a school that the non-Philistine element should as far as possible rise to the top and be long-lived, just as it is for the advantage of individuals that the best parts of their minds should be developed and disciplined by having a congenial system of teaching and study, not cramped by Procrustean methods and unsuitable subjects.

Of course I am well aware of the objection that literature without a foreign language is not a severe enough discipline, and is too apt to degenerate into dilettantism. Yet I believe that it could be made disciplinary enough, and that an admixture of history and essay writing, and, perhaps, political economy, would provide the stiffening element which classics get from translation and composition. I am sure that a certain number of by no means our worst boys would gain in after-life from having had their tastes disciplined and their ideas pruned more systematically. Is there not a certain type of mind, such as tends afterwards to journalism, which would profit by a more regular training on these lines?

Let me say, finally, that I am conscious of having throughout this paper confined myself to one side only of education. No one is more conscious than myself that the literary side is in

itself an inadequate training, and that it needs to be brought into touch with reality lest we should train mere dreamers. How that may be done is a fresh problem altogether, and a very important one. Something, no doubt, we do by our sixth-form system, whereby, in true Platonic fashion, we compel our philosophers to be kings. But the point is too big a one to be discussed now, and I have not attempted to touch upon it in this paper.

FRANK FLETCHER.

THE USE TO THE STUDENT OF THE STATISTICAL METHOD OF CHILD-STUDY.

EVERY ONE who has charge of the lives of little children—parent, teacher, or nurse—must, consciously or unconsciously, be engaged in child-study. As soon as we become conscious of our own interest we begin to try to make our knowledge accurate and systematic. We go to physiology and psychology to learn what to expect of the child's body and of his mind; we study logic and ethics and try to form clear intellectual and moral ideals for his guidance. We keep a careful record of our own observations and experiments, and we study the accounts given by other observers in the same field. By these means much help and guidance may be gained for the choice of the path of least resistance in daily life and a keen interest in child-study is developed. But this interest is apt to lead to dissatisfaction.

The sciences we have been studying deal with abstractions—the child is one and indivisible, and, like a chemical compound, his possibilities do not answer at all to the sum of the possibilities of his component parts. At the same time, the knowledge of the whole child gained by study of a few children, though it may be founded upon sciences, is in itself empirical and cannot satisfy a real student. He is anxious to find some basis for generalization, but no such basis can possibly be provided by private individual observation of a few children. Variations are strongly marked and easy to note, but it is far more difficult to distinguish what great principles of growth and development underlie all these striking diversities. Only a small number of children can possibly be closely observed by any one student; and, moreover, there are several weaknesses necessarily inherent in the study of individuals.

First, each of us looks out upon the world through eyes that have been formed by process of slow development through the whole of our past life. Every circumstance of race, country, caste, creed, all the thousand and one influences of heredity and environment, have helped to make those eyes of ours, and we can use no others. Besides the prejudices due to the whole of our past, there are yet other prejudices due to position which add greatly to the difficulty of interpreting the child.

In order to understand what we see we have to try to remember our own past subjective experiences, to recover whatever dim and misty fragments still remain of our own thoughts and feelings when we were children. Unfortunately, selective attention has weeded these memories, and there are serious gaps in the hazy images that still persist.

Robert Louis Stevenson has thrown light upon this difficulty of understanding a being whose stage of development is quite different from our own, in his fable of "The Tadpole and the Frog":—"Be ashamed of yourself," said the Frog; "when I was a tadpole I had no tail." "Just what I thought," said the Tadpole; "you never were a tadpole."

We are ready enough to remember certain facts of our own early life—our activity, our daring, our power of eager enjoyment, but we are only too ready to imagine, or at any rate to assert, that when we were tadpoles we had no tails.

Our point of view has altered. As we look back we seem to see our elders in those old days as an entirely different race from what we ourselves are, now that we are in authority. We often found them absurd, still more often tiresome and exacting; we used to feel justified in making fun of them, and in sometimes disobeying them. Now, all the earnest thought and care of which children are unconscious forms part of our own subjective lives, and we are in danger of feeling impertinence or disobedience on the part of the child to be thoughtless ingratitude.

And it is not only our own personality, our own subjective life,

that influences our study—the personal reaction of the child has also to be reckoned with, and our instinctive response to his affection, and to his other attractions seriously disturbs our investigations.

The result of these investigations, however, in spite of all drawbacks, has the very greatest value for ourselves. We are generally able to get to know a great deal about the children we study, and our daily life is the easier for this knowledge. But we get no data for generalization. Our deductions are made to fit the particular cases we are studying: a useful generalization seldom, if ever, fits any particular case. The scientific order of knowledge has been summed up as:—(1) observation, (2) comparison and classification, (3) deduction, (4) verification. It is a common and a tempting error to stride from the first to the third step, and to go no further, to observe a few specimens, to make large generalizations from this limited study, and to rest satisfied without any attempt at verification.

Direct and careful observation cannot deal with examples enough for sound comparison and classification, and the deductions made as the result of individual study alone are likely to be true only of the individuals studied. We want some criterion by which to measure our children, some standard of normal development; we need help and guidance in our individual study. Earnest self-questionings will come to any one who knows and loves a little child over whose life he has a large power of control. "What ought this child to be able to do at this age? What motives are now ripe for my appeal? What interests may I fairly expect to arouse? What pursuits should I suggest or encourage? Am I treating him too hardly? Am I letting him fall behind what he might be and do?"

We may go carefully back over our own notes, and we may compare these with all we can find of other people's observations, but our results are apt to baffle all attempts at co-ordination. It is very difficult to compare one child with another child and to get any useful knowledge from the comparison; we want some common measure with which we may compare both individuals—something that may be called the normal child.

In order to find such a measure we have to try to shake ourselves as free as possible from all prejudice and to look straight at facts; we ought to eliminate the element of personal affection; we ought to study without having too definite an expectation of what we shall find; we ought to give ourselves an opportunity of generalizing from sufficient data.

It is now that observation of large groups of children of different ages will be found of immense value. Such observation is most easily carried on by collecting spontaneous, unprompted, written answers to carefully framed questions. Every class-teacher can learn much from the papers he has to correct every day if he gives suitable problems and systematically studies his results; but the work may be extended in a valuable way by the collection of papers from many hundreds of children.

It is in the framing of the question that the great difficulty of a statistical study lies. A clear and definite choice must be laid before the child, and his experience must be appealed to in such a manner that he may give a definite answer in few words. Any one who reads over some hundreds of papers written by children of various ages in response to a question that they have understood and taken an interest in will be struck with their spontaneous frankness. The fact that writing is an unaccustomed means of expression seems to make a child all the more self-revealing.

A schoolmaster who had been kind enough to let his boys write papers, out of pure friendliness and without much interest in the subject, gave testimony, all the stronger for its unconsciousness, to the value of material of this kind. "It is simply astonishing," he wrote, "how, after all our pains in teaching composition, their colloquial method of speech will show itself in writing the simplest stuff. The selfish, the kind and merciful, and the commercial stand out largely writ in their answers."

When the papers first come into the hands of the student he is keenly alive to their originality, their freshness, and to the amusing turns of speech and habits of thought he finds in them. The preliminary looking over of the first batch is full of amusement and interest. But the pleasure gained from the papers is due to elusive literary qualities; the charts that have to be built up from them contain nothing but dry facts. Anything unusual or unexpected is apt to strike the reader, and, if the impression

is deepened by several repetitions, he thinks of the point as important, whereas numerical investigation may show it to be hardly worth mentioning.

A definite choice has been presented to the children, and their answers must be classified according to the way they have chosen. Dot by dot the summary of results grows under the hand of the worker. He is little called upon to use his own judgment, and, whatever may be his prejudices, the facts he has to record remain independent of him and his ideas. He cannot even see what is coming out until his work is nearly done; for he takes the papers age by age, and cannot compare as he goes along. The chart records only the definite statements made by each child; all that is beautiful and suggestive in the individual papers must disappear. But when the work is finished, and the time comes to compare the numbers for the different ages and sexes, two results at least emerge of which some intelligible account may be given. The figures form a guide to the normal order of development, and to the differences existing between normal children of the same age due to sex, race, or environment.

From quantitative results, arrived at in such a manner, the drawbacks that hamper individual study are almost eliminated. There can be but little disturbance due to personal bias, as there is no personal contact between student and child. The question that is given to the children to answer must be framed in such a way as to bring out certain definite results, but the variations in the answers are not in any way under the control of the investigator, and the rise or fall of his percentages may come as a surprise to him.

Let us take an example of a generalization arrived at by means of a statistical study. A very interesting piece of work was done, some years ago, by one who had been for years an earnest and brilliantly successful history teacher. Its object was to ascertain at what age a class of normal children may be expected to begin to appreciate original documents. It is impossible to grasp the scope and value of the work without carefully studying the whole of it, but a single test may be selected as an example of what may be gained by a judicious and intelligent use of statistical methods. Two accounts of a military event were submitted to the children—one the signed despatch of the officer in command, the other a paragraph, well and simply written, giving the same facts. One thousand two hundred and fifty children of various ages were asked: "Which of these accounts would you keep if you could only keep one, and why?" Their answers, arranged in percentages, were as follows:—Despatch preferred because its truth is assured.

Age ...	9.	10.	11.	12.	13.	14.	15.	16.	17.
Boys	1	3	11	32	48	44	42	61	82
Girls	9	8	20	26	32	45	58	65	80

It is only possible to indicate briefly some of the points of interest in these figures. First, the children's appreciation of the original document *increases* in both boys and girls as they grow older; though there are interesting variations in the *rate* of increase. It appears, therefore, that such material need not be reserved for especially gifted pupils—it is of use for ordinary class-work. Secondly, not until the girls are between fourteen and fifteen, the boys between fifteen and sixteen, do half of them realize the value of the signed despatch. It would be wiser, then, to wait until the average age of the class was a little above this before allowing the bulk of their teaching to rest upon original sources; though children of eleven or twelve may be expected to begin to take an interest in the comparative value of evidence. Thirdly, the lines of development run extraordinarily parallel for the two sexes. No difference need, therefore, be made in this subject, at least, between the teaching of boys and of girls.

The comparison of many charts is necessary before the student can appreciate the interest and importance of the variations in the rate of development. Such comparison can only deepen the conviction that these tables of percentages give one a glimpse of great guiding principles—of irresistible tendencies of development.

No one child is likely to follow exactly the line indicated in such charts, either in his mental, his moral, or his physical development; but the probable limits of variation are not very wide. It is a great help and comfort to the parent or teacher to know what may fairly be expected of any child. We are all far more apt to expect too much than too little, and we seldom

make enough allowance for the effect of natural physical crises upon the mental and moral development. As we study the figures that show the gradual evolution of childish thought, an explanation is often suggested of phenomena that have perplexed or discouraged us. Changes that we were trying to explain by means of small personal causes are seen to be common to most children at that particular age, and to rest upon some deep physiological or psychological need; so that we are supplied with fresh confidence and invaluable guidance for the further study of individual children.

In order to make statistical studies practically useful, the standards of normal childish evolution that they suggest have to be carefully compared with actual children. And here it must be borne in mind that no single individual child can be expected to exactly follow the normal course that has been traced out.

A doctor compares the patient he is examining not with any other particular case, but with a generalized standard in his mind that never exactly fitted any patient. When the deviation from the normal type has been once ascertained, then useful comparisons may be made between particular cases.

Statistical studies help us to look at children with a view to finding out how they vary from the normal standard—we have neither hope nor expectation of finding, or making, them exactly fit it. The parent and the teacher *must* be engaged in child-study; their work is lightened if they can only realize that the phenomena of child-life are guided as surely by great evolutionary tendencies as any of the other phenomena of life.

MABEL A. MARSH.

JOTTINGS.

THE Board of Education have approved the appointment by the Teachers' Registration Council of Mr. G. W. Rundall as their Registrar. Mr. G. W. Rundall, who is an M.A. of New College, Oxford, was a master at Marlborough from 1877 to 1891, and Head Master of the High School, Newcastle-under-Lyme, Staffs., from 1891 to 1900. There were eighty-four candidates for the appointment.

THE *Schoolmasters' Year-Book*, which Messrs. Swan Sonnenschein announce for publication at the end of the year, is a much-needed work, which has often been schemed and twice, at least, attempted, in a tentative and half-hearted fashion. From the hearty response that the editor has already received, both from the leaders of the profession and the rank and file, there can be little doubt that even the first issue will contain the names of the vast majority of masters in all schools that have any claim to recognition, and in a few years the directory should be as complete a guide to schoolmasters as Crockford is to clerics. As to the Government Register the editor is misinformed. In pursuance of the Order in Council it must be published annually, and we may safely assume that Column A and Column B will appear in separate volumes. But the Official Register will give only in the barest outline the name, address, and qualifications, without any of the varied information which Messrs. Sonnenschein's forms suggest.

SIX HUNDRED AND SIXTY-FIVE candidates have entered for the Cambridge Higher Local Examination, which began on June 16 at twenty-one centres. The new regulations, which contain the announcement of set subjects in the various groups for December, 1903, and June, 1904, as well as for December, 1902, and June, 1903, can now be obtained from the local secretaries, or from Dr. Keynes, Syndicate Buildings, Cambridge.

MR. DAVID ROBERTSON, B.Sc., Lecturer in Electrical Engineering at the Bradford Municipal Technical College, and formerly Assistant Lecturer at the Glasgow and West of Scotland Technical College, has been elected to the vacant Chair of Electrical Engineering in the Merchant Venturers' Technical College, Bristol.

THE Cambridge University Association, founded in 1899, at a meeting held at Devonshire House, has already raised a benefaction fund of nearly £64,000. Of this £4,400 has been set aside as an endowment fund; how the rest has been expended has been duly recorded from time to time in our Cambridge Letter. The Vice-Chancellor now urges a fresh appeal. He estimates that to complete the new buildings and provide adequate University lecture and examination rooms would require an additional sum of between £80,000 and £100,000, and that a like sum is needed

to put the organization for teaching on a satisfactory basis. Compared with the million that Lord Reay asks to start a teaching University for London this is a moderate demand.

MR. ARTHUR SIDGWICK has been elected an Honorary Fellow of Corpus, Oxford.

MR. GRAHAM BALFOUR has been appointed Director of Technical Instruction for the County of Stafford.

THE Vice-President of the Committee of Council on Education has appointed Mr. E. Hackforth as his Private Secretary, in place of Mr. R. L. Morant, resigned.

MR. R. L. MORANT has been appointed additional Private Secretary to the President of the Board of Education.

THE *National Teacher* gives the following remarkable examples of scientific definitions taken from answers to examination papers:—"Porosity is a liquid which dissolves a solid. A triangle is a right angle having the third side produced. To find the value of a^0 write down a no times. An acute-angled triangle is a three-cornered square. A line is a line drawn straight which has no breath. A vertex is a figure with more than four sides. Antony and Bismark are two of the metals."

THE story of the schoolgirl who began an answer in a Divinity paper "Abraham was a bellowing sheep," her mistress having dictated "a Bedouin Sheik," is familiar, but it is capped by this *vera historia*. In a certain school where Scripture questions and answers *à la* Mangnall were dictated by the mistress to be got by heart, the following appeared in a girl's note-book: "What was the 11 of the Pharisees and what the eleven of Herod?"

EXTRACT from a boy's essay on "Cheap Literature":—"Many people have been hanged and even imprisoned for life by reading cheap biographies of Charles Peese, Jack Sheppard, &c."

A CLASS analyzing from Mason's "Grammar" "To me the meanest flower that blows doth give," &c., is asked: "Why does Wordsworth invert the natural order of words?" Bright Scotch boy: "Just to mak' the analysis most deeficult."

THE child who recently wrote, in an answer to an examination paper, that "the door shut with a trifric bang" is probably the victim of that careless speech that habitually talks of going in for examinations in order to win "stifcates."

MR. BALFOUR spoke admirably at the Mansion House on the leeway that England had to make up, "not merely in commercial education, which is a portion of technical education, but also in many of the wider and more important aspects of national education," and he appealed to our merchant princes to contribute sums proportional to the nine millions sterling given to the Leland-Stanford University.

THE deputation of musicians which waited on the Registration Council included the most prominent men of the profession, and it is to be hoped that the Committee on which they will be represented as assessors may arrive at some concordat. There will, however, be much prejudice to be overcome. That teachers of music can be taught to teach, that a knowledge of physiology and psychology can be of any possible benefit to them, seems to Sir Hubert Parry an absurd paradox. He holds that teaching of music comes only by experience, and that no two teachers go the same way to work.

MRS. BURCH announces her course on the study of English for women students in residence at Oxford from September 4 to December 11. For particulars apply to Mrs. Burch, 24 Norham Road, Oxford.

THE Cambridge authorities have decided to hold a Conference on the Training of Teachers in London towards the close of this month.

ON the last day of the month (too late for us to deal with it in "Occasional Notes") Mr. Balfour made an important concession, dispensing with the elaborate machinery of Provisional Orders and substituting the simple assent of the Local Government Board to a proposed extension of the 2d. rate. With an amendment embodying this alteration Clause 2 of the Bill was passed.

BOOKS OF THE MONTH.

Classics.

- The Elements of Greek. By F. R. Ball. Macmillan, 6s.
The First Latin Book. By Harold W. Atkinson and J. W. E. Pearce. With 12 coloured illustrations by M. C. Durham. Dent, 2s. 6d. net.
The Georgics of Virgil, Book I. Edited by S. E. Winbolt. Blackie, 1s. 6d.
Euripides, Alkestis. Standard plays for amateur performance, with costume plates, by Elsie Fogerty. Sonnenschein, 2s. 6d. net.
English Extracts for Latin Prose. By A. C. Champneys. Longmans, 2s.
"Blackwoods' Classical Texts."—Arrian, Anabasis, I–II. Edited by H. W. Auden.

Drawing.

- "Bacon's Art Series."—No. 1, Coloured Drawing Copies: Wild Flowers. 3s. 6d.
Nature Lessons with the Blackboard. By F. F. Lydon. Burns & Oates. 3s. net.

English.

- English Men of Letters.—(1) William Hazlitt. By Augustine Birrell. (2) George Eliot. By Leslie Stephen. Macmillan, each 2s. net.
"The Warwick Shakespeare."—King Lear. Edited by D. Nichol Smith. Blackie.
The Globe Poetry Reader for Advanced Classes. Macmillan, 1s. 4d.
The School Anthology. Edited by J. H. Lobban. Part I., Chaucer to Burns. Part II., Wordsworth to Newbolt. Blackwood. 2s. each.
Macaulay's Life of Pitt. Edited by J. Downie. A. & C. Black. 2s.

History.

- Making of the Empire. By Arthur Temple. Melrose. 5s.
History of the English Church in the Sixteenth Century. By James Gairdner. Macmillan, 7s. 6d.
Makers of Europe. By E. M. Wilmot-Buxton. Methuen, 3s. 6d.
"Nineteenth Century Series."—Progress of India, Japan, and China. By Sir R. Temple, Bart. Chambers, 5s. net.
Seven Roman Statesmen. By Charles Oman. E. Arnold, 6s.
The Principles of English Constitutional History. By Lucy Dale. Longmans, 6s.

Fiction.

- The Conqueror. By Gertrude F. Atherton. Macmillan, 6s.

Miscellaneous.

- Encyclopædia Britannica, the new volumes of; Vol. II. The Times Office.
The Popular Library of Art.—(1) Rossetti. By F. M. Hüfer. (2) Rembrandt. By A. Bréal. Each 2s. net. Grant Richards.
Familiar Wild Flowers. Figured and described by F. E. Hulme. Seventh Series. Cassell, 3s. 6d.
Pastors and Teachers. Six Lectures on Pastoral Theology by the Bishop of Coventry. Longmans, 5s. net.
Studies in the Lives of the Saints. By E. Hulton. Constable, 3s. 6d. net.
The Roll-Call of Westminster Abbey. By Mrs. A. Murray-Smith. Smith, Elder.

Modern Languages.

- Intermediate French Grammar. By G. H. Clarke and L. R. Tanqueray. Murray, 3s. 6d.
A Skeleton German Grammar. By H. G. Atkins. Blackie, 1s. 6d.
(1) Kröner's Zring. Edited by F. J. Halzwarth. (2) Wildenbruch's Harold. Edited by C. A. Eggert. (3) Seidel's Leberecht-Hühnchen. Edited by W. Spanhoofd. (4) Keller's Kleider machen Leute. Edited by M. B. Lambert. Heath, 1s. 6d. each.
Molière's Plays: Tartuffe, Don Juan, Love's best Doctor. French and English Texts. Grant Richards, 3s. 6d. net.

Pedagogy.

- The Teaching of History and Civics. By H. E. Bourne. Longmans, 6s. net.

Science.

- Aids in Practical Geology. Fourth Edition. By G. A. J. Cole. C. Griffin, 10s. 6d.
Metallography. By A. H. Hiorns. Macmillan, 6s.
Elementary Physical Geography. By W. M. Davis. Ginn.
The Hygiene of Schools and Scholars. By H. Beale Collins. Ralph, Holland.
Mammalia. By F. E. Beddard. Macmillan, 17s. net.
Elementary Science. By J. H. Nancarrow. Ralph, Holland, 3s. 6d.

COLONIAL AND FOREIGN NOTES.

FRANCE.

The "religious difficulty," from one point of view, is the same in France as in England, the problem there, as here, being to keep mischievous people from doing and making mischief in the name of religion. But the manifestations of it beyond the Channel are curiously unlike those with which we are familiar. The State has a firm grip on the schools, but finds it hard to defend in them the sanctity of republican institutions against the clerical attack. The manner in which the warfare is conducted receives an illustration from an order issued on May 26 by the Minister of Public Instruction. He directs that two books, entitled "*Histoire contemporaine à l'usage de la jeunesse*," by M. l'Abbé Courval, continued by M. l'Abbé Dubois, and "*Cours d'histoire, histoire contemporaine, de 1789 à nos jours*," by M. l'Abbé Gagnol, shall not be read, studied, or given as prizes in any school. We have not the treatises before us, but the guess is safe that the *abbés*, borrowing a hint from Dr. Johnson, have been seeing that the Republican dogs do not get the best of it. Good history, we are told, is history not vitiated by undue impartiality; but M. Leygues claims the right of determining the bias. Having launched this final shaft at the enemy, he now disappears, owing to a change of Ministry. Probably before many months have elapsed he will return to an office in which, on the whole, he has done good service to education.

To report faithfully we must say that there are signs of reaction not precisely against the reformed method of teaching modern languages, but against a slavish adherence to the original and strictest canons. Grammar has been pushed too far into the background; the attempt to extract it from the texts studied is a waste of time, and similar contentions reveal the mutinous spirit. So the resolution lately adopted by the Congress of Teachers in French Secondary Schools is, in effect, a plea for a certain amount of freedom. It has sufficient interest to justify us in giving it at length. "The Congress, having regard to the fact that the end fixed [by the ministerial circular] for the teaching of modern languages is the effective possession of the languages taught, that is to say, the power of speaking, reading, and writing them, and that two operations are necessary to acquire them—comprehension and reproduction—resolves that the method of teaching should be inductive and practical. As inductive, it will take as a basis the foreign language, and not the mother tongue; it will start from observation, and not from abstraction. As practical, it will accustom the pupil to express his thoughts by means of the vocabulary learned. At once inductive and practical, it will never separate practice from theory, but will develop the two simultaneously, the one by means of the other. All exercises, direct or indirect, appealing to the ear or to the eye, have a legitimate place in the teaching of modern languages, provided that they are inductive and practical. Such exercises are manifold and necessarily vary according to circumstances—according to the age of the pupils, their habits of mind, their general knowledge, their intelligence, their readiness to learn, the number of them, and the time at their disposal. It is for the master to adapt his procedure to the requirements of the case; and his liberty should have no restrictions except such as are imposed by the principle of the method."

UNITED STATES.

The suppression of cigarette-smoking is an object that American schoolmasters have much at heart. Since, although the habit is not common in English schools, it does undoubtedly exist in some, we call attention to statistics—supplied to the *School Journal*—intended to exhibit the consequences of it. In a school of about five hundred pupils it was found that the boys in general were inferior in every way to the girls, and, on investigation, it appeared that a large majority of the former were habitual cigarette-smokers. A certain number of smokers, and the same number of non-smokers, were then carefully observed for several months, the results being tabulated. Of the smokers 70 per cent., of the non-smokers 5 per cent., were nervous. Impaired hearing was shown by 65 per cent. of the smokers, by 5 per cent. of the non-smokers; defective memory by 60 per cent. of the smokers, and by 5 per cent. of the non-smokers. 95 per cent. of the smokers were older than the average of their class. Figures such as these, if they are trustworthy—and we take it that those before us are trustworthy—should be a warning to parents and teachers who regard smoking as a venial offence. It is not a crime, but it is a grave injury to growing boys. We allow ourselves further to reproduce *verbatim* the note of personal peculiarities remarked in the smokers:—"Boy No. 1 is undersized, wizened, unkempt, and sallow; No. 2 is unable to think at all at times; No. 3, weak, dull, often sick; No. 4 has headache, sick

spells, sore eyes, and short sight; No. 5 is mentally and morally dwarfed; No. 6 is bad from first to last; No. 7 is unreliable, a liar, and deceitful; No. 8 is abnormally weak and about to collapse physically; No. 9 is lazy; No. 10 has stopped smoking and is doing better; No. 11 has stopped smoking cigarettes, but smokes a pipe; No. 12 has stopped smoking and is improving; No. 13 is a type of hopeless unregenerate—has since been sent to the school for feeble-minded; No. 14 stops smoking by spells; No. 15, his neighbours, teachers, and others regard him a nuisance; No. 16 is low down in the human scale; No. 18 is a liar and a coward; No. 19 is five years behind his grade; No. 20 is simply a young tough." This is child-study with a vengeance. The average age of these young monsters was a little over fourteen years. We cannot help doubting whether a teacher who can describe his boys with such wild vehemence is the right person to win them from the evil habit, and reflecting how often a good cause is injured by extravagance of statement. Some English head masters expel for smoking; a few "have no nose for tobacco"; none, we think, would adopt the tone of moral despair in which the American investigator finds a gloomy satisfaction.

In England our boys are taught by men, our girls, for the most part, by women. We quote from the journal already named an extract showing how widely American opinion on this subject differs from English:—"The early educators of the race [says the writer] were men, and in several countries, notably Germany, the men continue to be almost the sole instructors of youth. The reasons for this are apparent to even the casual student of history, and are no argument that men are by nature the best teachers. In fact it seems quite generally conceded that women are usually better primary teachers than are men. As we go higher in the branches, however, and deal with boys and girls who are approaching maturity, the demands change, and women are not regarded as superior in adaptation to the new conditions. In fact, I believe that the best judgment of careful students of the educational processes which are shaping the destinies of the race agree that children, from about the age of nine or ten until maturity, should have the companionship and instruction of both sexes; that boys who mature wholly under the influence of men are not the best prepared for life's companionships which include women, and that boys who are confined to the companionship of women are not ideally equipped for coping with men in business and professional life. So it may be said of girls who are restricted to the instruction of one sex that they are not the best fitted for life's relations which embrace the two sexes."

INDIA.

The sum of forty lakhs is to be devoted this year by the Government of India to education. In a paragraph on the educational grants, Lord Curzon explains the meaning of this allocation:—"I have already mentioned the large grants that we are making in the forthcoming year to education. These are the prelude to a policy of educational reform that was inaugurated with the deliberations of the Simla Conference last year, that is now being further investigated in respect of University education—a most important branch of the subject—by the Commission that is sitting under the presidency of the legal member, and that will not stop until it has embraced every branch of educational activity—secondary, primary, technical, industrial, and commercial. In all these respects money has been grudged in the past, and effort has been wasted or diffused in the main from want of a definite plan. I conceive that a ruler could not bequeath to India a better legacy than the introduction of system, shape, and consistency into that which has hitherto been somewhat formless and void. Upon every one of the particulars that I have named, the local Governments have been addressed; their opinions have been invited as to positive suggestions and definite needs; and, before another year has passed, I hope that we may appear before the Indian public with a concrete policy that will communicate to education in its various branches an impetus that will not quickly faint or fade away. A Director-General of Education has arrived from England to act as adviser to the Government of India, and to assure that continuous interest in the matter at headquarters which has sometimes been lacking. There is only one consideration that I would ask the public to bear steadily in mind. Education, if it is to be reformed, must be reformed for education's sake, not for the sake of political interests, or racial interests, or class interests, or personal interests. If that golden rule be borne in mind, both by the Government and the public, we shall get through. If it be forgotten, then the most strenuous of efforts may be choked with disappointment, or may perish in recriminations."

SOUTH AFRICA.

As is appropriate to the situation, the news from South Africa is all of a pleasant character. We find the Victoria League originating,
(Continued on page 443.)

OXFORD LOCAL EXAMINATIONS, JULY, 1903.

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Since there was still a good deal of uncertainty as to the training and experience that the Registrars will recognize as sufficient, the meeting recommended its members generally to apply for registration, even if it seemed to them unlikely that their application would be accepted, since a large number of doubtful cases might lead to some alterations in the conditions; and, besides, a refusal to register an account of some definite deficiency of qualification might encourage the applicant to supply this deficiency, and so make herself eligible. Miss Macklin, 43 York Street Chambers, W., a member of Committee, was appointed to receive information from all those members of the Association who should apply for registration between now and Christmas and be refused admission. The working of the new Order could then be discussed again at the next General Meeting of the Association; when it might be found that grievances had disappeared. Miss Hurlbatt emphasized the danger that increased demand for qualifications, involving additional time and expense, might lead to an attempt to combine a degree course with the training course; the combination of the two kinds of work was found by those concerned in teaching under those conditions to be most unsatisfactory from the point of view both of academic work and of training.

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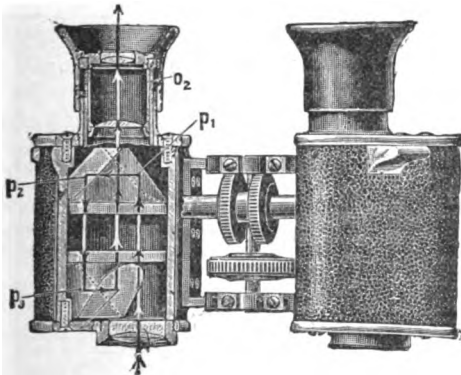
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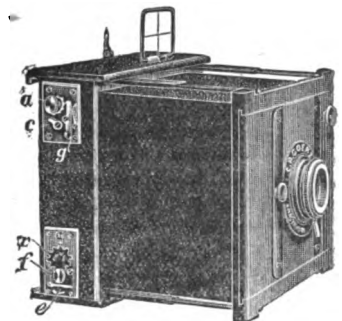
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INSPECTION OF SECONDARY SCHOOLS.

By T. L. HUMBERSTONE.

BEFORE discussing the general question of Government inspection of secondary schools it may be well to describe briefly what may be called the "history" of the movement. In the dark ages the Science and Art Department was known in some few secondary schools as an official body residing somewhere in South Kensington, who awarded grants on the results of certain science and art examinations. The inspector first appeared on the scene—or at least assumed an important rôle—some ten years ago, when the scheme for organized science schools (as they were then called) was promulgated. It is impossible to say whether it was ever the deliberate wish of the Department that this scheme should be adopted generally by secondary schools; the fact remains that many of the more impecunious schools could not resist the offer of high grants; and, although the scheme as applied to secondary schools of the ordinary type was a thoroughly bad one, more and more applied for recognition as organized science schools. The many imperfections of the scheme as applied to these schools soon appeared; modifications were made in course of time, and quite recently changes in the method of assessing grants and in other respects have very much improved it. And, further, a second scheme—now known as the Scheme for Secondary Day Schools, Division B—was published in April, 1901. It has received the approval both of the Head Masters' Conference and of the I.A.H.M., and it may be said that the regulations are much more in conformity with the wishes of secondary schools, though the grants are not so large as for schools of science (or Division A schools). Lastly, there is an arrangement by which schools, on payment of a small sum, may be inspected by the Board of Education. As a result of these schemes the work of the inspector in secondary schools has become of great importance, and it is fitting that it should receive careful consideration.

The word "inspector," as applied to education, is chiefly associated at the present time with elementary schools. The elementary teacher often conceives him as an ogre whose visits are dreaded; as a monster who must be appeased at any price; as an educational hawk, whose piercing eye will detect the slightest faults of commission or omission.

The answer which a child once gave to the question: "Who is the Devil Incarnate?" shows that this feeling is not confined to the teachers. To attempt to decide whether this kind of inspection is either necessary or valuable in elementary schools would be out of place in this article: it will suffice to say, definitely and emphatically, that it is not required, and should have no place in secondary schools. In these schools the inspector is dealing with men of very different education and mental outlook from elementary teachers. However undesirable the self-sufficiency of the average secondary-school master may be, it must be accepted, like the weather, as a solemn, mysterious fact; and refusal so to accept it will entail endless friction. The function of the secondary-school inspector is not that of carping critic of details. Small defects—a piece of paper on the floor, a slip in the registration of a student—must not be magnified into gross faults. One example of the kind of inspection of which complaint is made will, perhaps, do more good than any amount of explanation in general terms. A Board of Education inspector visited not long ago a small secondary school in the provinces. He proceeded to inspect the chemical laboratory, obviously with the idea of pouncing on some small defect. At last his zeal was rewarded. A bottle containing hydrochloric acid had been temporarily labelled HCL by a laboratory assistant; whereas the correct formula is HCl. Any one who knows chemistry will see at once that this slip could not possibly cause any mistake or confusion as to what the bottle contained. But the inspector not only pointed out the mistake in his best inspectorial manner, but reported it to the head master; and, at a later stage, it was used as "official" evidence of the science master's neglect of duty. This may be a bad example; but the same sort of thing is going on at the present time in secondary schools. Well educated men who are working to the best of their ability with small salaries and poor prospects will not allow a new terror to be added to their lives in this way. It is primarily the duty of the head master to detect bad teaching and slackness of work. Criticism made to the head master by the inspector must be such as could be revealed, and criticism of a derogatory nature should only be made in extreme cases, if at all. There are possibilities of grave danger in the triangular relations between head masters, assistant masters, and inspectors. Unless a strict code of etiquette is established and enforced, a very unhealthy spirit may arise in secondary schools; and to eliminate that spirit, once it arises, will be the work of years.

In his relations with the masters of secondary schools the inspector should take the part of candid, but honourable, friend. He should be the adviser, but not in the sense that a doctor is one's medical adviser, whose advice must necessarily be followed. The support of his recommendation should be available in obtaining additional apparatus and appliances. His wide experience of schools and methods should be at the disposal of masters; but his prejudices, and even his mature judgments, must not be forced down their throats. It is the rightful boast of English schools that individuality of methods of teaching is encouraged; and it may as well be understood from the first that any attempt to introduce cast-iron methods is doomed to failure. It may also be noted that it is not one of the duties of an inspector to nominate masters for secondary schools, and practically to enforce their appointment. This is a practice which should be strictly forbidden. An inspector may perhaps allow his name to be used as a reference, and, if an inquiry is made, he may express his opinion of a master's work. But anything more than this is most undesirable.

There is no need to apologize for having dwelt at some length on the relations between the inspector and the teacher, and on the importance that these relations should be cordial. The other work which will be done by inspectors calls for little or no comment. To examine the sanitary arrangements, ventilation, and lighting of a school, the classification of the scholars, the adequacy of the teaching staff and apparatus—these and all other such duties are not likely to cause difficulty. Mrs. Sophie Bryant has suggested that this work alone should be done by the Board of Education, and that the educational side of the work should be entirely delegated to University inspectors. But surely His Majesty's inspectors are something better than plumbers; and, besides, the adoption of such a suggestion would tend to that over-inspection which Mrs. Bryant so strongly and rightly deprecated. Within the last few years some of the Welsh schools were visited by

Central Board inspectors, special science, manual training, and cookery inspectors for the Central Board; Board of Education Science and Art inspectors, Ablett's drawing inspector, and Oxford Local examiners—surely an extravagant and undesirable state of things. On the other hand, it is certainly desirable that the Universities—of Oxford, Cambridge, London, Birmingham, Victoria, Durham, &c.—should have some knowledge of the work of secondary schools, especially in view of the fact that by local examinations some of them will, in any case, retain an important part in assessing the work of the schools. The solution of the difficulty which was recently contained in a communication from the Board of Education to Cambridge University—viz., that the University and the Government inspectors should work together—is a singularly happy one; it is satisfactory from the official point of view, and also from the point of view of the schools and of the public.

The question of the reports to be written by inspectors and issued by the Board of Education is also an important one. Would it not be well if, as a result of the inspection, two reports were issued—one for the public and one for the teachers? This system has been adopted by the Central Welsh Board, and works very well. The unsatisfactoriness of the present system is well shown by the reports of Oxford and Cambridge inspectors, which are filled with technicalities and unimportant details. Head masters are placed in an awkward position; they have either to read the whole of the report—to the great weariness of the audience—or to read selections. We all know which solution is usually adopted. After all it is not a matter of any interest or importance to the public that Smith *minor* only obtained two marks in arithmetic; or that Brown failed to detect the ferrocyanide in his chemical analysis. But the public does want to know whether the examination results—to most of them meaningless lists—are satisfactory when compared with other schools and when all the circumstances are considered. It does want a concise statement of the work of the school as a whole; it would be interested to know in general terms what appears to experienced men to be praiseworthy about the school, and what is capable of improvement. On the other hand, the masters would welcome valid and constructive criticism of the teaching of the various subjects. The Board of Education would be doing a public service if it issued for every secondary school coming in its purview such reports as these. Given reasonable care, they could not possibly cause ill-feeling.

One other important point in this connexion must be emphasized. It is that the data from which criticism are made must be satisfactory. The latest regulations state explicitly that "the educational inspections will deal with all subjects comprised in the curriculum of the school, but not by way of systematic examination either written or oral." This can be understood if it means that the results of public examinations and the marks obtained in various subjects considered in relation to the papers set, are to be carefully studied by the inspector and used in drawing up his report. But, if it means that the opinions as to the quality of the teaching are to be expressed as the result of general impressions, the regulation must be condemned in unmeasured terms. There has in the past been too much of this "impressionist" inspection—hands in pockets (metaphorically speaking) the inspector walks about to see how the boys "go about their work." It will not do; there must be something systematic about the inspection if any definite opinion is to be published as the result of it. Masters will refuse to be either praised or condemned by casual inspection. One would have thought that the result of abandoning in elementary schools "systematic" inspection would have indicated the necessity of such inspection in secondary schools. No one, of course, would like to see the introduction into secondary schools of the system which formerly obtained in elementary schools; and there is no danger of such a thing being done. But the danger from the other extreme is equally to be avoided; and either the Board must accept the results of "systematic" examinations of other bodies, and must make arrangements for all schools to take these examinations, or they must institute for schools which do not at present submit to such examinations, some test of this kind. Scotland has it and so has Wales. With the abandonment of the annual inspection it is more and more necessary that some examination test should be applied to those "schools of science" and other secondary schools which do not enter for public examinations. It need hardly be said that such an examination is valuable for older

boys ; it is of little, if any, value for younger boys. But this is comparatively a question of detail.

The question of the *personnel* of the inspectorate remains to be considered ; it is one which has been discussed at different times and in different places with considerable candour. Thus a correspondent of this journal (February, 1901), referring to some appointments to junior inspectorships, wrote : " It is quite certain that, in spite of the definite statement of the Department that successful teaching experience would be an important qualification, a large proportion of the men appointed have had little or no experience in the type of school which they will inspect. Not very long ago the Vice-President of the Council, in an admirable speech in the House of Commons, stated the special qualifications which he considered desirable in an inspector—in particular a broad culture and wide interests. In the recent appointments these qualifications have been considered of no importance, and the Vice-President, to whom we looked to carry out his principles, has been a mere figure-head. The selected applicants appeared before him as so many waxworks ; he examined the cut of their coats and the shape of their collars, and left the matter to be arranged by the officials." At the University Extension Meeting at Cambridge, Dr. R. P. Scott said : " The Office must encourage in its inspectors and in its other officers both tact and insight in applying principles. The choice of a fit and adequate inspectorate will be a crucial test of the degree to which the new Office is rising to the level of its opportunities." And lastly, Mr. Swallow, in his trenchant speech at the Teachers' Guild Conference (January, 1902), said : " The list (of inspectors) is infected with the South Kensington bacillus. The present inspectorate of the Board is ineffective and insufficient." Much more of the same kind might be cited, if it were necessary, to show the general opinion. To be quite fair it must be remembered that most of the present inspectors were appointed before the inspection of secondary schools was at all developed ; they were chosen to inspect day and evening science and art classes. But, like the voluntary schools, they exist. The question is, therefore, more complicated than at first appears. It may be interesting to note that of the nineteen inspectors connected with secondary education who were given the title of His Majesty's Inspectors at the Court of St. James's, May, 1901, about half are graduates of a British University, and the number who have the qualifications demanded by the Board for a " recognized " teacher is probably smaller.

But the plea that only men with very high degrees should be appointed as inspectors is open to discussion. It is not uncommon that men with high degrees either become engrossed in their subjects or live on their reputation. Besides, what a man does at the age of twenty-one is not always a test of his potentialities. The matter for protest is that very few of the permanent inspectorate have had teaching experience in secondary schools. There are, for example, a former South Kensington official, two or three college lecturers, an Army officer, a college professor, and so forth ; but no one whose name is recognized as a former schoolmaster. The more recent appointments of the Board have shown a willingness to recognize this real grievance. It is the lack of experience which prevents a man from becoming a faddist. Not from books does he learn the abilities of boys at various ages : the intelligence of the intelligent boy and the dullness of the dull boy. It may reasonably be demanded that, in addition to possessing the usual credentials of an educated man, the inspectors of the future shall have had teaching experience in secondary schools. If it does nothing else, it will help to ensure a sympathetic attitude towards teachers.

And here arises a further question—the age at which a man should begin the work of inspecting. There are some who think that the inspectors should be chosen from ex-head masters—a plan which has serious objections. As Mr. Buckmaster pointed out, a successful head master, both from inclination and for pecuniary reasons, would not be likely to desire a change of work. On the other hand, there is a far more serious objection, as we have already insisted, to the appointment of men who have had no teaching experience. The question to decide is, how much experience is desirable. After a certain number of years passed in the profession a schoolmaster begins to assume the stigmata of the type. Dr. Johnson was once much annoyed by being addressed as Dominie. In a sense the title was correct, for the great Cham

of literature had been an usher at Market Bosworth, and the head of a private school near Lichfield. But to Johnson's mind the title of Dominie implied a certain narrowness of view. There seems to be much truth in the view that the work of inspecting is sufficiently special to constitute a distinct profession ; though the members of this profession must not consider themselves a distinct caste—" after the order of Melchisedec"—but rather an important subdivision of the great profession of schoolmasters. Men with good general qualifications and some five years' experience of teaching—if possible in different types of schools—are most likely to develop into efficient inspectors. From the ranks of these junior inspectors would be selected the inspectors, with perhaps an occasional direct appointment to the full dignity.

Little need be said in conclusion of the value to national education of inspection of an enlightened kind ; at last we have reached a subject on which there is likely to be unanimity. As the German professor says in " Harry Richmond," " Your country breeds honourable men, chivalrous youngsters. It is not enough—not enough. I want to see a mental force, energy of brain. If you had that, you might look for a match for it with my consent." Inspection of the right kind will tend to increase this mental force, energy of brain. But, if conducted in that repulsive spirit of petty fault-finding by men not possessing the special qualifications for the work, it will certainly do more harm than good.

TEACHERS' GUILD NOTES.

THE Government are gradually shaping up their Education Bill to be more and more such a measure as most teachers—certainly those whom the Guild represents—are desirous of seeing passed. From the first the Bill, as a whole, secured their support, largely because it gave them much of what they had been persistently demanding. On June 23 two further concessions to professional, as well as lay, opinion were made. There was a generally expressed feeling at the Annual General Meeting of the Guild, on May 31, that better results in education would be obtained if a larger share of the cost of education should be made an imperial charge, rather than a local burden. The happy conclusion of the war in South Africa has enabled the Government to promise a substantial addition of some £900,000 a year to the money already specially granted to voluntary schools under the legislation of seven years ago, and the whole sum—over a million and three-quarters—will be devoted to the relief of local elementary education charges according to a sliding scale, based on the amount per child produced by a 1d. rate. This will, indirectly, serve to make it easier for Local Authorities to provide a proper supply of secondary education in any area, by reducing the costs to the rates of primary education.

THE other concession—made on the same day—was a more timid one. The last of the eleven resolutions sent to the Lord President by our Council in February ran as follows :—" That it be the duty of the Local Authority, to be enforced by the Board of Education, to see that an adequate supply of primary, secondary, and technical schools is provided within its area." Our Manchester Branch has also publicly laid stress on this, though our Annual General Meeting did not deal with it. The resolution is met, in the opinion of some, by the arguments used by Sir John Gorst in his Bradford speech, when he asked us to " trust the Local Authorities, and give them ample powers, and leave them to exercise those powers for the benefit of the people whom they represent," justifying his exhortation by the conduct of the Authorities in dealing with the " whisky money." Mr. Balfour based his objection to Mr. Hobhouse's amendment (substituting " shall " for " may " in Clause 2 of the Bill, and thus meeting the demand of our resolution), mainly on the tendency that would result to throw on the Board of Education the duty of defining in detail what should be the statutory minimum supply of secondary education for each area, with, as outcome, " a formal and petrified system applied to all localities, uniform in its character and not fitting itself in with the local needs and the local purse." In the end,

he yielded so far as to make the "shall" apply to a *consideration by the Local Authority of the needs* of each area in secondary education, and the "may" to the subsequent *steps to be taken* after consultation with the Central Authority. It is a difficult question to decide how far the concession meets the need, but we are inclined to think that the definite announcement of the deficiencies of any area will be enough, in the present state of public opinion, to compel the remedy. Patriotic anxiety has come at last to the support of reason in this matter of secondary education.

THE Council of the Central Guild have done a good piece of work in drafting the subjoined set of questions on curriculum for discussion by the Central Guild. It is likely that they may be adopted by more than one of the Branches for local discussion. They do not cover the whole scope of the questions sent out by the Teachers' Guild Council to the Central Guild and Branches; but they have the advantage of focussing attention upon a number of practical points, and are not intended to oust the others that are set out or involved in the original circular. If the hopes of the Guild are realized, and a clear pronouncement on the right order and relation of subjects in a secondary school curriculum, based on these preliminary discussions, can subsequently be obtained from a body of fully qualified experts, the Education Committees of our new Local Authorities will be supplied with an excellent touchstone for the quality of any school which professes to supply a good general secondary education. The questions are:—

1. What subjects should form the curriculum for scholars intending to leave at the age of sixteen or seventeen?
2. In what way should the curriculum be modified to suit the needs of scholars leaving at the age of sixteen or seventeen for (a) business, (b) professional or scientific careers?
3. At what age should specialization begin in the case of public schools which mainly prepare for the Universities or professions?
4. Should Latin be included in the curriculum for schools where the leaving age is sixteen or seventeen?
5. Should Latin be begun before French, or *vice versa*?
6. When and how should the formal teaching of grammar be begun?
7. Should the use of Euclid's elements be continued?
8. What should precede formal mathematical treatment of geometry?
9. At what age should algebra be begun?
10. What course of natural history is best suited to preparatory schools and the junior pupils in other schools?
11. At what age should laboratory work be begun?
12. What proportion of school time should be assigned to (a) hand-work, (b) drawing, (c) music, (d) sewing, (e) physical education, (f) military drill, (g) natural history excursions?
13. To what extent should the study of practical physics be correlated with (a) mathematics, (b) workshop practice?
14. How should history be correlated with other subjects?

CALENDAR FOR JULY.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—Oxford Exams. for Women. Responses begin.
- 1.—Epsom College Entrance Scholarship Exam.
- 1.—Victoria University, Manchester. Return forms for School Preliminary Exams.
- 1-3.—College of Preceptors Lower Forms Exams.
- 1-5.—College of Preceptors Certificate Exam.
- 1-5.—Royal Holloway College, Egham, Exam.
- 2.—University College, London. Announcement of Scholars, Exhibitions, Prizemen, and Reading of Class Lists (Arts, Laws, and Science). Third Term ends.
- 2-3.—Law Society's Preliminary Exam.
- 3-5.—Canterbury King's School Entrance Scholarship Exam.
- 5.—King's College, London. Names of Candidates for Scholarships, &c., to be sent in.
- 5.—Oxford University Trinity Term ends.
- 6-8.—Edinburgh Royal Colleges of Physicians and Surgeons Preliminary Exams.
- 7.—Board of Education Exam. for Certificates.
- 7.—London University Intermediate Medicine Exam. begins.
- 8.—National Froebel Union Exam. for Elementary Certificates.
- 8-9.—Glenalmond School Entrance Scholarship Exam.
- 8-11.—College of Preceptors Exam. of Teachers for Diplomas.

- 10.—Brighton College Entrance Scholarship Exam.
- 10.—Eton College Entrance Scholarship Exam.
- 12.—Victoria University, Manchester, Preliminary Exam. in Schools.
- 13-28.—Oxford and Cambridge Schools Examination Board's Higher Certificate Exam.
- 14.—London University Intermediate B.A. and Intermediate B.Sc. Exams. begin.
- 14.—London University Preliminary Scientific (M.B.) Exam. begins.
- 15.—Oxford Local Exam. begins.
- 15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
- 18.—Merchant Taylors' School Entrance Scholarship Exam.
- 18.—London University Matriculation Pass List published.
- 21-23.—Surrey County Council Maintenance Scholarships Exam.
- 22.—Post School News, items for this Calendar, &c., and Advertisements for the August issue of *The Journal of Education*.
- 23.—London University Intermediate Medicine Pass List published.
- 23-28.—Oxford and Cambridge Schools Examination Board's Lower Certificate Exam.
- 26.—University College, London. Faculty of Medicine: Summer Session ends.
- 26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the August issue of *The Journal of Education*.
- 30-31.—Bristol City Council Scholarship Exam.
- 31.—Royal Academy of Music. Return forms for L.R.A.M. Exam.

The August issue of *The Journal of Education* will be published on Thursday, July 31, 1902.

HOLIDAY COURSES.

- ABERDEEN (University of).—July, August, and September. Special Courses in French and German for Teachers. Apply to Lecturers in Modern Languages, Marischal College, Aberdeen.
- ABERYSTWYTH.—During August. Sloyd. Under direction of Miss Andrén. Address—31 Blenheim Road, Bradford, Yorks, or apply to Mr. Cooke (see under Nääs).
- AMBLESIDE.—During August. Sloyd. Under direction of Mr. J. Vaughan. Apply to Mr. J. Cooke (see under Nääs).
- ÁVILA (Spain).—August 4-25. Spanish. Apply to the Director of Technical Instruction, County Technical Offices, Stafford.
- CAEN.—July 1-30, August 1-30. French. "Alliance Française" Courses. Apply to Mr. Walter Robins, B.Sc., 9 Northbrook Road, Lee, S.E.
- CAMBRIDGE.—University Extension Summer Meeting, August 1-13, August 14-26. History, Literature, Science, Economics, Music and Fine Arts, Education, Theology. Programme, 7d. post free, from R. D. Roberts, M.A., Syndicate Buildings, Cambridge.
- DOVER.—June, July, August, September. Short Courses in the Oxford Shorthand and Phonetics, by Percy Kingsford. Apply —Excelsior, Dover.
- GENEVA.—July 16-August 28. French. Apply to Monsieur Charles Seitz, à l'Université, Geneva.
- GREIFSWALD.—July 14-August 4. German. Apply to Prof. Dr. Siebs, Ferienkurse, Greifswald.
- GRENOBLE.—July 1-October 31. French. Apply to Monsieur Marcel Raymond, 4 Place de la Constitution, Grenoble.
- JENA.—August 4-24. German. Apply to Frau Dr. Schnetger, Gartenstrasse 2, Jena.
- KIEL.—July 6-26. German. Apply to Herr Nissen, Holtenauerstrasse 38, Kiel.
- LAUSANNE.—July 22-August 30. French. Apply to Monsieur J. Bonnard, Avenue Davel 4, Lausanne.
- LEIPZIG.—July, August, and September. Sloyd. Apply to Dr. Pabst, 19 Scharnhorst Strasse, Leipzig, or to Mr. Cooke (see under Nääs).
- HONFLEUR.—August 1-22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, London.
- MARBURG.—July 7-27. Modern Languages. (Second Course, August 4-24.) Apply to W. G. Lipscomb, Esq., County High School, Isleworth.
- NÄÄS.—June 11-July 23, July 30-September 9, November 5-December 16. Sloyd. [The courses at Nääs, Leipzig, Aberystwyth, Ambleside, and Penarth have been arranged by the Sloyd Association.] Apply to Mr. John Cooke, 131 Percy Road, Shepherd's Bush, W.
- NANCY.—All the year round, holidays included. French. Apply to Monsieur Laurent, rue Jeanne d'Arc 30, Nancy.
- NEUCHÂTEL.—July 15-August 10. (Second Course, August 12-September 7.) French. Apply to Monsieur P. Dessoulavy, Académie de Neuchâtel.
- OXFORD.—July 2-August 28. English Language and Literature for Women Students. Apply to Mrs. Burch, 20 Museum Road, Oxford.

PARIS.—July 1-31. French. (Second Course, August 1-31.) Apply to Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle 45, Paris.

PARIS.—Christmas and Easter Holidays. French. Apply to W. G. Lipscomb, Esq., County High School, Isleworth.

PENARTH.—During August. Sloyd. Under direction of Glamorgan-shire County Council. Apply to Mr. W. Hogg, Technical Instruction Committee, Glamorgan, or to Mr. Cooke (see under Näs).

SANTANDER (North Coast of Spain).—August 5-25. Spanish. Apply to General Secretary, Teachers' Guild, 74 Gower Street, W.C.

TOURS.—August 1-22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, W.C.

VILLERVILLE-SUR-MER, TROUVILLE.—August 5-26. French, preparation for exams., "Alliance Française." Apply to Prof. L. Bascan, rue Caponière 49, Caen.

Programmes of most of these courses can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, S.W., where a Table of Foreign Modern Language Holiday Courses, prepared by the Special Inquiries Branch of the Board of Education, can be obtained.

Information as to lodgings for students at Honfleur, Tours, and Santander (Teachers' Guild Courses) will be found in the Handbook, 6½d., post free, from the Teachers' Guild, 74 Gower Street, London, W.C.

A list of addresses in several other Holiday Course centres will be found in "Holiday Resorts," 1s. 1d., post free from same address.

The advertisement columns of *The Journal of Education* ("Continental Schools and Pensions") may also be consulted with advantage.

ASSOCIATION OF HEAD MISTRESSES.

THE Annual Conference of the Association of Head Mistresses was held at the South Hampstead High School on Saturday, June 14, when 126 members were present; the President, Miss Connolly (Haberdashers' School, Hatcham) presiding.

The President's address followed the transaction of the usual yearly business. She first referred to the progress in education in England in recent times, and pointed out that from the Schools Inquiry Commission in 1868 may be dated the great interest taken in education by the best men and women of the country. In 1900 a great step was made by the Board of Education Act, when the President of the Board became a Minister of Education. The "Order in Council" of 1902 was, she said, a real attempt to make teaching a recognized profession. She regretted that, unlike doctors and dentists, who have their own professional Councils, teachers will, for the present, only have a limited voice in the Registration Council, and will, therefore, have their affairs managed for them. With regard to the training of teachers, she thought the voice of those already engaged in this work should be paramount, and that freedom and variety in the manner of imparting knowledge was, above all things, to be desired. The Education Bill now before Parliament was, however, a bitter disappointment, because it did not include women by statute on the Education Committees; and it was only fair to the thousands of girls in the country that they should not be deprived of the benefit of that special experience in educational matters which women only could give them. The expense of a University education would be considerably increased by the addition of a fourth year for training. It was, therefore, suggested that the County Councils in each county might, with advantage, replace some of their minor scholarships by scholarships to be offered to graduates to cover the expenses of their year of post-graduate training. The new regulations issued by the Board of Education regarding the time devoted to science and mathematics in the secondary day schools were then referred to, and the question was raised whether, for an ordinary girl, such division of time would be beneficial to her. In conclusion, she urged upon the members of the Association not to lose sight of the importance of doing their utmost to secure the best candidates for County Councils and Borough Councils.

During the discussion on the Education Bill the following resolutions were passed:—"That this Conference welcomes the Education Bill, 1902, as constituting a single Local Authority, and trusts that every means will be taken to enable it to deal adequately with forms of education other than elementary within the area of counties or county boroughs." And: "That while noting with satisfaction the opinion expressed by the First Lord of the Treasury on April 11, 1902, that women would not be ineligible as members of the Local Education Authorities, the Association of Head Mistresses urges that definite provision should be made by statute for the inclusion of women on the Education Committees of the Local Education Authorities."

The Conference then considered the regulations for secondary day schools issued by the Board of Education in June, 1902, and the following resolution was carried unanimously:—"That the Association of Head Mistresses desires to bring before the Board of Education

the serious injury to girls' education in secondary schools which must result from requiring that nine hours out of a maximum of twenty (the number of school hours in the majority of girls' day schools) shall be devoted weekly to science and mathematics as the condition of a grant, and desires the Executive Committee to draw up and forward a memorandum on the subject to the Board of Education."

Papers on "The Training of Teachers" were read by Miss Ottley (Worcester), Miss Rigg (Camberwell), and Miss Burstall (Manchester). The resolution: "That it is desirable a certificate of teaching proficiency should be granted by Government to teachers trained in 'approved' secondary schools upon the result of examination and inspection organized by the Education Department," was lost. As an amendment: "That this Association welcomes Clause 2 ii. in the Schedule of the Order in Council as making it possible for certain 'approved' schools to provide training for teachers. At the same time, it is of opinion that only those students should be admitted to such training as have passed one of the examinations named in Appendix A; that only such schools should be approved as can furnish liberal and comprehensive training under a duly qualified staff, and that the supervision required should be, as far as possible, in connexion with a University," was unanimously carried.

A discussion then followed on school-leaving certificates and certificates qualifying for admission to the Register of Teachers.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

THE first place in this notice must, in the interests of justice, be given to an apology hereby sincerely tendered to the Secretary and members of the Newport County Governing Body for the injustice done them in our notice which appeared in this journal last month. It was there stated that that Governing Body "was unable to accept the pension scheme of the Central Welsh Board, and further disapproved of the organization of such scheme for teachers in their intermediate schools." It was the Monmouth Governing Body that was responsible for this harsh resolution, whereas the Newport Governing Body gave not only a courteous, but a favourable, consideration to the memorial in support of the Welsh pension scheme which was presented to them by the A.M.A. We are happily confident that the friendliness of the Newport Governing Body is in no way diminished by the unfortunate mistake, for which the present writer alone was responsible. It is no merely formal apology, but an expression of genuine regret, to which he now gives utterance.

Next in importance is the great service which has been rendered to assistant masters by Mr. F. S. Stevenson (Member for Eye) in the House of Commons. In the debate on the Estimates for the Board of Education on May 26 he called attention to the conditions of tenure of assistant masters in the secondary endowed schools. He not only insisted that the present system involved the perpetuation of a grave injustice to one particular class of the educational community, but urged that this system must have the effect of preventing the best men from embarking upon an educational career. Mr. Stevenson stated that he had particulars of fifteen cases in which the arbitrary dismissal of assistant masters had occurred within the last few years. He referred more particularly to several of these cases, including that of the head master who, retiring in 1899, with a pension, dismissed the whole staff at the beginning of his last term because he was in doubt as to his legal liability in the event of the staff not being retained by the new head master. Assistant masters, and the readers of this journal, are so familiar with the excessive and unnecessary insecurity of tenure entailed by the arbitrary powers now given to head masters, that it is needless to reproduce completely the arguments with which Mr. Stevenson so ably enforced his contention. It is insecurity of employment after arbitrary dismissal which constitutes so grave a danger to the efficiency of secondary education. The member for Eye urged that the question should be referred to the Consultative Committee, as requested by the joint deputation of assistant masters and head masters which had waited on Sir John Gorst.

Major Rasch (Essex, Chelmsford) protested against the platonic sympathy of Sir John Gorst, and Sir Joseph Leese (Lancashire, Accrington) suggested that a provision should be put in the Education Bill which would give to teachers what was really their right in this matter.

Sir John Gorst, in reply, said that there was no occasion to bring in a Bill to ensure the security of tenure of teachers, because, to quote his words, "if the provisions of the Education Bill are not sufficient, a clause can be introduced into the Bill protecting the teachers against

wrongful dismissal." He expressed himself in favour of an appeal to a governing body as a remedy, and as being opposed to an appeal to the Board of Education. He declined to refer the matter to the Consultative Committee, but stated that, "if a practical plan were produced, it would probably be submitted to the judgment of a Consultative Committee; but there must be a practical plan before we can undertake to move in the matter at all."

The *'Schoolmasters' Year Book* promised by Swan Sonnenschein & Co. has attracted not a little attention. The preparation of the work is, we understand, entrusted to a member of the A.M.A., whose ability as a thinker and writer promises well for the usefulness of a much desired publication. The Association is in no way committed to any approval of the proposed book, nor in any way officially connected with its preparation, but individually a large number of members hail the prospect with delight, and will do all in their power to assist in establishing its success.

The "Circular to Members" last month had a literary flavour; this month it is more strictly educational. In "Latin at Bay" we have a plea for compulsory Latin at the London Matriculation Examination, and a fulmination against the revisers of the regulations who have left it optional. This is followed by a preliminary report on "The Teaching of Elementary Mathematics," addressed to the Committee appointed by the British Association to consider that subject, and a review of Dr. Gardner's "Classical Archaeology in Schools."

CORRESPONDENCE.

ONE, AMONG MANY, POSSIBLE MODES OF SECONDARY TRAINING.

To the Editor of The Journal of Education.

SIR,—It may be worth while just now to put in print a brief MS. which was shown by me, in 1893, to a number of colleagues at Rugby, as well as to the Head Master (Dr. Percival), and more or less approved. Nothing came of it then. I fell ill before long, and, later in the year, a roving commission to America ended my temporary connexion with Rugby. I feel sure that the present Head Master of Rugby would not approve the plan. I fear he will only under protest acquiesce in any plan of training; but I publish the paper now because I believe it to be immensely important for every possible scheme of training to be suggested.

The chief addition I would now make would be to urge that such student-teachers should not spend the whole year at the public school, but go to a University for one of the three terms in order to have a continuous course of study on the theoretical side. One term is not much, and my friends Dr. Fletcher and Mr. Keatinge will be up in arms against me for suggesting it. But the main points the next few years will be: (1) to prevent able men from refusing to enter our profession; (2) to secure the co-operation of good schools in the study of education.

The plan involves the co-operation of the staff, among whom one is somewhat set apart to take special charge of these few students; and, in spite of the contempt of "Trainers" (*vide* letter to the April number of this journal) I know that all good schools can provide such help. There is room enough for the training colleges, but they must not pour cold water upon the rank and file of the profession, or the douche will be returned.

It would be very helpful if you could publish a variety of suggestions from different quarters as to what is practicable. At Manchester, for example, Prof. Withers and Miss Burstall have floated an interesting scheme for women students of Owens College. The plan I outlined places the "supervision" wholly under the staff.—I am, yours, J. J. FINDLAY.
Cardiff.

TRAINING OF SCHOOLMASTERS.

§ 1. That three or four Oxford or Cambridge graduates, intending to teach, be invited to spend a year at Rugby for the purpose of training.

They would be men who, under other circumstances, would have been appointed to posts in public schools without any such preliminary period of probation.

§ 2. House masters interested in promoting the objects of training be invited to receive these men as their assistants, giving them residence in return for services.

These services might consist not only in helping in the oversight of the house, but in school work. Each assistant might take two or three hours per week of teaching in the house master's form, under his direction. He might begin by correcting papers, adding up marks, &c.

The advantages of this plan appear to be (1) that the assistant would gain an intimate acquaintance with a master's ordinary daily work, and, at the same time, would have leisure to watch the school processes, and to examine into the relation of cause and effect, as he cannot do when he is immediately plunged into full work; (2) the opportunity of acquaintance with *individual* boys, and thus of becoming familiar with their minds and their ways before being overwhelmed with *class* work in which there is little time to study each boy's case.

The *residence* seems to me to be the essential feature of the plan, since it gives the house master constant opportunity of informal discourse on the thousand and one incidents of school practice as *they arise*, without the effort involved in the formal preparation of pedagogic instruction to the assistant.

I am unable to judge whether the house master would consider that he would (or could) receive a proper equivalent, or any advantage at all, to compensate him for undertaking this charge. I can conceive that many house masters would be glad to have such an assistant, it being clearly provided beforehand that the latter held himself ready to undertake *any* of the great variety of duties which a house master has to perform; obviously the *less* responsible would be so delegated. To some an assistant of this kind might be more of an encumbrance than a help.

§ 3. The advantage to the school seems to be more evident. These assistants would presently be candidates for vacant masterships, and, although the school would have undertaken no obligation to prefer them to outsiders, it would have every opportunity of judging of their merits.

And, during the year of probation, the assistants would be ready for service, to *supply the temporary needs of masters who are unable to teach*, and perhaps to relieve masters of examination work. Probably each of the assistants would, in the course of the year, by this means receive altogether a small salary—sufficient to help him along.

§ 4. The above includes a large part of the ground covered by the word "training," but not the whole. It resembles very closely the plan that has been followed in Germany for eighty years or more in the *Gymnasien* under the name of the *Probe-jahr*.

In order to give systematic training the assistants would require to study their work on its theoretical side, and, so far as the conditions of class instruction in Rugby permit, to hear and to give criticism lessons—*i.e.*, lessons at which others would be present, and which would be subject to discussion. I should be prepared to offer myself to undertake the bulk of this work, although I believe that certain masters on the staff who are interested in special subjects of instruction, or special sides of school life, would do much to help.

§ 5. I venture to add one special argument in favour of this experiment of a training department at Rugby. It is everywhere admitted that the reforms in the immediate future must be reforms in *teaching*. Public-school reform during the last fifty years has touched every other side, but has mostly neglected this. I doubt whether the class-teaching of to-day is better than when Arnold and Bonamy Price taught in Rugby.

Such reforms are, from their nature, *very* difficult, and need much anxious discussion and thought; the presence in the school of a training department would serve as a challenge—on the one hand, the theories of education would constantly be challenged to prove their value in the practical work of the school; on the other hand, every one would be conscious of a demand to demonstrate the value of his methods and aims.

§ 6. Would it be possible, by way of experiment, to find three assistants who would work in this way between January and August of the coming year?

If the plan were successful, I believe that it would very soon be adopted elsewhere.
J. J. F.
December, 1893.

THE COLLEGE OF PRECEPTORS AND THE EDUCATION BILL.

To the Editor of The Journal of Education.

SIR,—Many members of the College will be astonished at a letter under the above heading which appeared in this month's issue.

At the first blush it may not be matter for surprise that Mr. Eve should publicly express an opinion on a subject of educational interest. What strikes one, however, with astonishment, in the first place, is the hasty way in which judgment is passed. When he ran his eye over his letter in cold print, I suspect it was not without a shudder.

What, *e.g.*, are we to understand by the sentence: "I would only remind you that it bids fair to increase the baneful influence on our profession of religious tests"? It takes a little time to understand that Mr. Eve probably meant to say: "... it bids fair to increase the baneful influence of religious tests on our profession (as teachers)."

In the Bill there is no direct dealing with religious teaching or with the imposition of tests. Such things are left to the strength of religious conviction and of the public conscience. These, however, are details overlooked by Mr. Eve. The Bill proposes that a state of things which has been gradually and naturally evolved in the course of more than half a century should be perpetuated under conditions more favourable to public control; but what Mr. Eve has cheerfully paid as a tax he suddenly scruples to pay as a rate.

Even with reference to the general question of denominational teaching in partially tax-supported schools, it is well understood that thousands of men—Mr. Eve's equals in honesty, conscientiousness, and religious feeling—see nothing in it but what is natural and proper.

What, however, I chiefly protest against in the letter is the assumption that Mr. Eve speaks as representative in this matter of the majority of the Council or of the members of the College. He is an official of the College in a peculiar sense; he dates his letter from the College—by inadvertence or otherwise. The form into which he has thrown his communication would convey the impression to many readers that it had a force other than personal. I question whether the Dean had any right to quote the opinions of certain members of the Council, even in the general way in which he puts the matter, unless he had their consent so to do. Remarks made in the course of conversation may convey a false impression, unless quoted with the qualifications which usually accompany them, when an intricate measure like unto the Education Bill is under discussion.

So far as the *Educational Times* is witness, this Bill has not been fully considered by the Council or by a general meeting of members. In the ordinary course of things the Council would probably touch on the subject in their report to the half-yearly meeting next month; and it is an unfortunate circumstance that the Dean should have fatally anticipated the discussions that must arise.

That differing opinions exist even amongst members of the Council is but to say, in another form, that where so many interests and prejudices are concerned "many men have many minds"; but, as a matter of fact, I am very much inclined directly to challenge Mr. Eve's statement "that there is certainly nothing like a consensus of opinion in its favour." If that mean that there is not complete unanimity, it is a mere truism; but I should be much surprised if, on a poll being taken, a sensible majority both of the Council and of the members were not found to be in favour of the general principles of the Bill, even as other important educational associations have declared themselves to be.

So far, however, as my present purpose is in question, I am not concerned to defend the Government measure. Indeed, to take one point, I believe that under its provisions the voluntarists would give up a considerable share of influence, and that it will require great wisdom and tact to safeguard their position and property in the future. But this is apart from the feeling which led me to write, and prompted me, as a member of the College, to register a respectful protest against the action of the Dean in arrogating to himself the right to make statements which, so far as one may judge from the official organ, are not supported by what has passed at the Council, or by what has been gathered from the general body of members in meeting assembled.—I am, Sir, faithfully yours,

J. O. BEVAN.

55 Gunterstone Road, London, W.,

June 7, 1902.

FREE CHURCHMEN AND THE EDUCATION BILL.

To the Editor of The Journal of Education.

DEAR SIR,—As a diligent reader of *The Journal of Education* for some years, I must protest against the very scanty justice you seem prepared to show towards the attitude of Free Churchmen in regard to the present Education Bill. You allow that it satisfies the Church party: by this is meant, of course, a large and influential section of the Anglican Church (for it must not be forgotten that the Church Association voted against the measure)—a section which refuses in many cases the name of Church to its opponents, which openly asserts its intention to train up Nonconformist children so as to turn them into good Churchmen, viz., Anglicans (from their point of view the two terms are synonymous). When you also take into account that

Free Churchmen, on account of their religious opinions *only*, are debarred from entering thirty-six out of forty-four training colleges which are chiefly maintained by public money, and that this present Bill in no way attempts to remedy this crying injustice, but in every way favours the promotion of National schools and the destruction of Board schools, have not Free Churchmen good reason for disliking this Bill? The gain to the Anglican Church *is* their loss, because, although in the London Board schools 73 per cent. of the teachers are Anglicans (which fact alone sufficiently discounts the statement that Board schools are Nonconformist schools), yet in National schools no Nonconformist, however well qualified, is eligible as assistant master or mistress.

This is not all. Free Church children are in many cases not allowed to attend the National school unless they give up their own Sunday school and attend the Anglican Sunday school; also in some districts (Kensington is one) pledges are exacted in which entering a "Dissenting chapel" is ranked with such sins as drinking and swearing. Is it strange that Free Churchmen are not anxious to pay for such instruction?

The Anglican Church is the richest Church in the world; the Free Churches are entirely self-supporting: surely the former should be willing to pay for religious teaching which too often consists in ridiculing and condemning the religious views of their fellow-citizens. Unfortunately, the "Church Party" represents rank, wealth, influence; but Free Churchmen do hope for fair play from educationists, who should regard the question from a catholic point of view which differs widely from that entertained by those communions which claim the exclusive use of it.

May I also add that on the Continent the religious difficulty does not exist in the acute form it assumes in England, for in State-aided schools no fully qualified man or woman would be excluded from the teaching profession simply on account of their religious views.—Yours, &c.

Claremont Terrace, Seaford.

L. MILNER.

[On the training question we fully sympathize with our correspondent. Intolerance such as is alleged to prevail in Kensington is, we believe, a rare exception.—ED.]

THE REPORT OF THE COMMITTEE ON THE EDUCATION OF ARMY OFFICERS.

To the Editor of The Journal of Education.

SIR,—With most of this Report every teacher who has had anything to do with the examination of candidates for the Army will most cordially agree. Especially will the Modern Language Association rejoice at the condemnation of the recent French and German papers, at which their *Quarterly* has been railing for the last two years. But the blot on the Report is the decision to abolish modern languages at Woolwich and Sandhurst. We can the less understand this as the Committee have made French or German one of the three compulsory subjects at the entrance examination, in which every candidate will have to obtain a certain minimum of marks. Rightly they insist on the importance of a knowledge of these languages to an officer, not only to enable him to converse with foreigners, but also for the purposes of studying foreign military books, which are usually far better than our own. They propose to increase an officer's daily pay if he passes the interpreters' examination in any foreign language. And yet they forbid him to continue his work during two of the most important years of his life. How many will take up languages again, after cramming them up for the entrance and dropping them for certainly two years, and probably for four or five? Whereas, if they knew their study would be continued and a minimum of 50 per cent. required at the leaving examination in order to gain a commission, candidates would work at them more seriously, and the number of educated officers would be increased.

The reason given in the Report for this abolition is that there is not enough time to devote both to military subjects and to modern languages, and that, if the latter are taught properly, many more instructors would be necessary. The latter reason should not hold for a minute, for the cost of military education has been decreasing for many years. As for the former, we believe it to be a mere excuse. The military instructors wish to get all their work done before lunch; whereas, if modern languages took up part of the morning hours, they would have

to do some out-of-door practical work in the afternoon. This dislike to work after lunch is the cause of another defect that we do not see mentioned in the Report—the farce of evening preparation which is supposed to be done in the cadets' own rooms. Their company officer always tells them at mess when he is coming round the rooms, and when he does come he says nothing as long as they have a book open. There should be definite supervision or no preparation expected.—Yours, &c.,
DE V. PAYEN-PAYNE.

UNIVERSITIES AND SCHOOLS.

LONDON.

Our Principal, Dr. Rücker, has been made an honorary Doctor of both Oxford and Cambridge, an honour that goes some way to atone for the absence of representatives of those ancient seats of learning at the great function held last May by their young and vigorous sister. Perhaps the most satisfactory feature of the Degree Day at London is the entire absence of the witless and undignified horseplay in evidence elsewhere, and a strong protest must be entered against the expression of regret, by a new-made Doctor, too, at the lack of these exhibitions at London.

The new University mace was presented by the Vice-Chancellor at the meeting of the Senate held just before Presentation. It has been specially designed and manufactured for the University; it is longer and more elegant than the municipal mace, and is appropriately modern in character. It is made of hand-beaten, wrought, and *repoussé* silver, gilt, with panels of translucent and *champlevé* enamel. The larger and crowned head is carried uppermost when preceding the Chancellor, and the reverse end bears four renderings of the University badge inverted, as this end is borne uppermost before the Vice-Chancellor.

The *University Gazette* has so far been a financial success.

Among distinguished graduates not presented were Frank Slaton, with a First Class and Scholarship in Mathematics at B.Sc.; and H. G. Wood, First Class and Scholarship in Classics at B.A.

At the General Meeting of Convocation Mr. Allen was re-elected as Clerk to Convocation; Sir Philip Magnus was elected Deputy-Chairman; and the vacancies on the Standing Committee were filled up. There was no contest, except in Arts; in that faculty the members elected who had not served during the past year were Messrs. Armitage-Smith, Hanford, Harris, and Blake-Olders; in Laws, Messrs. Sinclair, Taaffe, and Warren; in Medicine, Drs. Starling and Russell Wells, and Mr. Willcox; in Science, Dr. Travers.

It was resolved that the office of Deputy-Chairman should not be held more than two years in succession by any member of the House; and Sir P. Magnus took the opportunity to make a speech on his election, in the course of which he spoke favourably of the new regulations for Matriculation, stating that it would, he hoped, become a general "leaving examination" for schools, and that, in the future, there would be no need for schools to have a special "Matriculation class."

It was decided by the Senate that the new regulations for Matriculation are to be for all students, and an examination, as stated above, is proposed for September 15, for which classes are being rapidly formed in the technical schools and other institutions where evening study is held. The number of papers at Matriculation is to be cut down from nine to six; Latin is to be no longer compulsory! Science is treated similarly. Lord Avebury has, as expected, protested against the change. "General elementary science" (established 1899) is done away with, though one science or Latin must be taken. There is to be only one paper on English; a large choice of subjects is to be allowed, many new subjects being introduced, and there can be no doubt that the examination will be very much easier, or, as the phrase is, "more accessible." As the external graduates have little but the high standard of their degrees and examinations to rely on for their value, this new departure (which it must be admitted is exactly what has been predicted all along) is a great blow to their prestige.

Though uniformity is retained at Matriculation for both internal and external students, it has, as stated above, been frankly abandoned in the case of the Intermediate Examinations, general regulations for special intermediate examination of internal students having just been issued, one or two clauses of which are as follows:—"(4) For the purposes of this regulation a student in a school of the University shall be a matriculated student who is certified by the governing body of the school to be accepted by them as a student of the school. (8) Unless otherwise determined by the Senate in the case of any particular faculty or faculties, candidates for the Intermediate Examination for Internal Students shall be required to pass in four subjects; a candidate who passes in three subjects out of the four may offer the fourth subject alone at the following examination. (9) It shall be an instruction to the examiners that weakness in one of the subjects may be compensated by excellence in the other subjects." This special examination is for a pass only. It will be seen that these rules make the test less stringent

by far. Whether the Intermediate for External Students will follow suit remains to be seen.

WESTFIELD COLLEGE, HAMPSTEAD.

At the meeting of the Senate held on June 25 Westfield College was admitted as a school of the University of London in the Faculty of Arts. The college was founded in 1882 for the preparation of women students for the degrees of the University of London. The newly elected Vice-Chancellor, Dr. Robertson, is a member of the Westfield College Council.

OXFORD.

During the last month two veterans of a bygone age of Oxford have passed away. E. Poste, of Oriel College (of which he was a Fellow for no less than fifty-six years) was a man of wide and accurate learning, and especially a lover of classical literature in the old-fashioned way. He is best known as editor of Gaius, his book having been for many years the recognized edition. He also published translations or editions of the "Philebus," the "Posterior Analytics," the "Athenian Polity," Aratus' "Phænomena," and the newly recovered Bacchylides. Prof. Cook Wilson, who knew him for years, tells a characteristic anecdote about him in the *Oxford Magazine*—that on his deathbed, in May last, he asked for Ovid, "to see what Ovid had to say about May." The other loss was that of the still more aged Dean of Sydney, Dr. W. M. Cooper, who was born in 1810—the same year as the venerable Warden of New College, the only distinguished survivor of that epoch in Oxford itself.

In regard to the Greek question, the proposals (twice referred to in previous letters as under discussion) have at last been formulated. Following the precedent adopted in recent times (when important changes were in view), the Council intend to proceed by resolution, and not by statute. The feeling of the University must be tested on the main matter, to save the needless labour of drafting a long statute, and also to prevent a change which (it may be) the majority wish being thrown out on details or on minor issues. The resolutions rightly begin with the main question, and the first one runs: "That candidates shall not be required to offer both Greek and Latin in the stated subjects in Responsions." If this is not carried, all the remaining resolutions will be withdrawn, since, if Greek is to remain compulsory, the object of the movement will be defeated. The most important points that remain are: that the candidates are to offer two languages, one being ancient; out of the four—Greek, Latin, French, and German—that in the Modern Languages only unseen and prose composition will be set; and that the grammar paper shall be discontinued. Some people are disappointed that a more drastic reform was not put forward; but the Council are probably wise, in a matter which will certainly excite much interest and opposition, not to confuse the issues, and so lose the best chance of making a step forward. What the result will be no one can really tell. The importance of the proposed change is not denied on either side; and while, on the one hand, the Cambridge vote of some years ago was heavily against a similar change, on the other, a good deal has occurred since then to modify opinion and to emphasize the importance of modern languages; and those who best know Oxford report that the main change is viewed with favour in many rather unexpected quarters. Still, the change will be hotly contested. The *Oxford Magazine*, which, though not exactly progressive in educational matters, is usually moderate and courteous in tone, says, baldly, that "no general education can be really good without Greek," and even speaks of the proposers as "a noisy and obscurantist minority who want to get degrees cheap." As if anything could be cheaper than a language-test such as the present "Responsions" supplies; where the whole thing can be crammed without implying any power in the candidate to read Greek, still less, of course, to write it. Such language is regrettable; and it may even be doubted if it is good electioneering.

The only other legislation begun or completed within the month can be very briefly reported. A statute has been passed, of which the main object is to improve the Honour examination in Theology by better regulations in regard to the subjects offered by candidates, particularly Hebrew, and the method of options open to them. Those who are best able to judge approve the statute as likely to make the study more satisfactory, and it passed unopposed. Another statute has been introduced to transfer the supervision of the secondary training scheme from the Delegacy of Local Examinations to the University by the appointment of a special delegacy to administer. At the same time steps have been taken to give the head of the training scheme a University position, which may, perhaps, be done by the appointment of a Reader in Education. Nearly all the other English Universities have a Professor of Education, and it is generally recognized that, the experiment having been a success, the time has come to take a step forward. There is little doubt that this action has been quickened by the Board of Education having required a training diploma for the Junior Inspectorate, and the new Register instituted by the Consultative Committee, who have laid down as one of the conditions for admission in future that the candidate shall have been trained. To this statute also there has been so far no opposition.

The following announcements have appeared:—

Degrees: Hon. D.D. to H. N. Churton (University), Bishop-elect

of Nassau, and to J. E. Mercer (Lincoln), Bishop-nominate of Tasmania. Hon. M.A. to W. J. Smith-Jerome, Lecturer in Medical Pharmacology.

Honorary Degrees at the Encenia:—Hon. D.C.L. to the Hon. J. H. Choate, Ambassador Extraordinary of the United States; to his Excellency Viscount Hayashi, Envoy Extraordinary of the Emperor of Japan; to Lord Cromer, G.C.B., Minister Plenipotentiary in Egypt; to Count Matsukata. Hon. D. Litt. to F. Kielhorn, Professor of Sanskrit at Göttingen. Hon. D.Sc. to W. H. M. Christie, C.B., M.A. (Caub.), F.R.S., F.R.A.S., Astronomer Royal; to A. W. Rücker, M.A.; F.R.S. (Hon. Fellow of Brasenose College), Principal of London University.

Appointments:—A. E. Cowley, M.A. (Wadham) to be Research Fellow of Magdalen, and to give instruction in Rabbinical Hebrew; W. H. Hadow, M.A. (Worcester) to be Curator of the Schools; H. S. French, B.M. (Christ Church), and A. J. Jex Blake, B.A. (Magdalen), to Radcliffe Travelling Fellowships.

Honorary Fellowships:—Right Rev. C. Gore, D.D. (Trinity College); A. Sidgwick, M.A. (Corpus Christi College).

Lectures:—Prof. Flinders Petrie, at the Ashmolean (June 11), on "Early Egyptian History," illustrated; J. Bryce, M.P. (Oriel), on "The Relations of Backward and Advanced Races" (June 7); H. A. Redpath, D.Litt., on "The Geography and Mythological Terms in the LXX.," Prof. Sayce (June 12) on "The Hittites in Cuneiform Inscriptions."

Prizes, &c.—Ellerton Prize Essay ("Prophecy in the New Testament") to W. R. Williamson, B.A. (Trinity); for English Poem on a Sacred Subject, to Rev. A. S. Cripps, M.A. (Trinity); Hertford University Scholarship to E. A. Burroughs, Scholar of Balliol; *Prox. acc.*: W. Phelps, Scholar of Balliol; Distinguished: C. E. Rolt (Scholar of Queen's), L. Simon and G. L. Young, Scholars of Balliol.

Fellowships offered for competition: at Merton, for Law; at University, for Classics and Civil Law; at All Souls, for History and Law.

CAMBRIDGE.

The University is the poorer by the death, just at the end of the Term, of Henry Latham, Master of Trinity Hall, and Lord Acton, Regius Professor of Modern History. To those who know Cambridge it is needless to expatiate on the extent of the loss in either instance. Mr. Latham was in the highest sense the father, and one might also say the refounder, of his college. Certainly its present prosperity and repute are due to his life-long devotion to its interests. He passed away, as in sleep, on his return from the river, where he had been to cheer the first boat on successfully maintaining its high place. It is understood that he has richly endowed the scholarship fund of the college; and he has left a sum estimated at £17,000 to the University, to serve as the nucleus of a kind of benevolent fund for University and college officers, their widows and families, who have fallen upon evil days.

In Lord Acton's case our loss is more untimely; for reassuring reports as to his recovery had come from Germany, and it was reasonably hoped that next year he would be able once more to resume his work in Cambridge. Now the great "History of Modern Europe" which he designed must be carried on by other hands. The first volume, however, is nearly ready, and will be issued, under Dr. A. W. Ward's direction, in the autumn. A *requiem* for the late Professor was celebrated in the Roman Catholic Church; the service was attended by the Vice-Chancellor and many other University officials.

By the death of Lord Braybrooke the Master of Magdalene succeeds to the title and estates.

Mr. E. A. Beck, Senior Tutor of Trinity Hall, has been unanimously elected Master of his College. This brings up the number of lay Heads to six.

As the outcome of an important memorial, signed by a hundred and thirty members of the Senate, a syndicate has been appointed to inquire into and report upon the best means of enlarging the opportunities for the study in Cambridge of economics and associated branches of political science. Prof. Marshall has issued a pamphlet explaining the grounds of the "present discontents" with the position of economics. The subject is now dealt with partly in the Moral Sciences Tripos and partly in the Historical Tripos. In each case it is associated with extraneous subjects, which tend to hamper the comprehensive study of a wide and ever-growing science. Something like a Political Sciences Tripos is adumbrated: that will make the eleventh Honour Examination.

Mr. E. G. Browne, M.A., M.B., hitherto University Lecturer in Persian, and the author of valuable books on life, religion, and travel in Persia, has been elected to the Adams Professorship of Arabic, vacant by the death of Prof. Rieu.

Notwithstanding the opposition of the Registry and a few friends, the grace for the purchase of six acres of land from Downing College was triumphantly carried. Many would have liked that some of the money at least might have been reserved for favourite objects of their own; but the feeling was that the opportunity to provide room for expansion must be seized now, or let slip for ever, and particular interests were postponed to the general good.

A loan exhibition of about 1,200 pieces of pottery has been on view at the Fitzwilliam Museum for some weeks, and has been visited with interest by a large number of residents and others. The deplorable weather, which spoiled the usual outdoor festivities, made the exhibition a welcome distraction.

Of the fifteen newly elected Fellows of the Royal Society, Cambridge claims a share in no less than seven. Four of them—Dr. Bovey, of Montreal, Prof. Mitchell, of Melbourne, Mr. Hough, of the Cape Observatory, and Dr. Willey, of the Colombo Museum—we have lent, for a time, to the colonies.

The proposals for altering the regulations of the Natural Sciences Tripos so as to admit of greater specialization in Part II. were the subject of a wordy war of fly-sheets for a week. The most noticeable feature of the discussion was the "parallel" character of the arguments; though produced indefinitely, they never met. In the end the proposals were carried by a very small majority, and now, in good Cambridge fashion, both parties will doubtless do their best to make them work satisfactorily.

Honorary degrees, apart from the special batch at the end of term, have been conferred, *propter merita* or *jure dignitatis*, on Bishop Quirk, of Sheffield; Prof. Middleton, of the Department of Agriculture; Mr. I. Abrahams, Reader in Talmudic; Mr. A. P. Goudy, Lecturer in Russian; and Mr. Halil Halid, Lecturer in Turkish.

Mr. Oscar Browning has, after a tenure of twenty-one years, resigned the Treasurership of the Union Society. He is succeeded by Mr. J. R. Tanner, Tutor of St. John's.

The Committee of the Day Training College report that there are twenty-nine students in the primary department and five in the secondary department. Twelve of the students hold scholarships from Toynbee Hall, and twelve have exhibitions or sizarships at various colleges in the University.

The recipients of honorary Doctorates at the *Comitia Maxima* on June 10 were—Baron Hayashi, the Japanese Minister; Mr. Whitelaw Reid, the Special Envoy of the United States; H.H. Sindhia, Maharaja of Gwalior; H.H. the Maharaja of Kolhapur; the Duke of Argyll; the Master of the Rolls; Sir Joseph West Ridgeway; Sir Francis Grenfell; Sir Albert Hime, Premier of Natal; Sir Harry Johnston, of Uganda; Prof. Sanday; Principal Rücker; Mr. Frederic Seebohm; and Prof. Parker, of Yale. The ceremony was unusually brilliant, and the Public Orator excelled himself—as usual.

On Sunday, June 15, the Coronation was, by anticipation, celebrated at a University service in King's College Chapel, attended by the Vice-Chancellor, heads, professors, &c., in their robes of state. These walked in procession from Great St. Mary's after the usual University sermon. The array of scarlet was obviously impressive to the immense concourse of May-term and Coronation visitors who lined King's Parade. Unhappily the service of thanksgiving at the University Church, arranged for June 26, had to be transformed into a service of intercession for the King's life.

A Standing Committee, consisting of the Vice-Chancellor and the Secretaries of the Local Examinations Syndicate and the Highest Grade Schools Examination Syndicate, has been appointed for the conduct of the inspection of schools by the University under the Board of Education Act, 1899. The actual work of inspection will be carried out by the officials of the syndicates concerned, the Committee serving to delimit their respective spheres of interest.

St. John's has this year both the Senior and the Second Wranglers, with three other Wranglers; Trinity has also five Wranglers, the highest being bracketed third. Miss A. E. Bennett, of Girtton, is thirteenth Wrangler. As the daily papers have duly announced, Mr. Cunningham, the Senior Wrangler, began his studies in a London Board school. In the Classical Tripos, King's has three men in the first division of the First Class; Trinity and Caius one each. Eight men and three women are in the First Class of Part II. In the Modern Languages Tripos, four men and ten women are in the First Class. One man and three women gain the coveted "star" of special distinction.

The following elections and appointments have been announced during May and June:—Winchester (Reading) Prizes to A. J. Robertson, Trinity, and D. W. W. Carmichael, Christ's; Clark Lectureship in English Literature to Prof. Barrett Wendell, of Harvard University; Dr. F. J. Furnivall to be Honorary Fellow of Trinity Hall; Mr. J. R. Roxburgh, Trinity Hall, to be Bursar of Westminster College; Stewart of Rannoch Scholarships in Greek and Latin to C. R. P. Cooper, Caius, and P. C. T. Crick, Pembroke; Dr. Chase, President of Queens', to be Vice-Chancellor for the ensuing year; Mr. W. H. Macaulay to be Tutor of King's, in place of Dr. James, resigned; Dr. Caldecott and Mr. C. Anderson Scott, both of St. John's, to be examiners for the new B.D. degree of the London University; Mr. G. B. Mathews, F.R.S., to be Fellow of St. John's; Mr. W. Chawner, Master of Emmanuel, to be a Member of the Cambridge Training College for Women; Mr. A. J. Goodford, Trinity, to be a Governor of Bruton Grammar School; Dr. A. W. Ward, Master of Peterhouse, to be a Governor of St. Paul's School; Stewart of Rannoch Scholarships in Hebrew to William Leadman and N. C. Pope, both of St. John's College, and in Sacred Music to F. C. S.

Carey, of Clare College; Mr. W. Bateson, St. John's, to be Deputy Professor of Zoology; Mr. T. B. Wood, Caius, to be Reader in Agricultural Chemistry; the Le Bas Essay Prize to F. Noyce, St. Catharine's; the Tyrwhitt Hebrew Scholarships to C. A. L. Senior, St. John's, and A. S. S. Duncan Jones, Caius; the Rev. W. J. Caldwell, St. John's, to be Vicar of Ditton Priors, Hereford; Dr. Charles Wood to be University Lecturer in Harmony; Mr. E. Gordon Duff, of Oxford, to be Sanders Reader in Bibliography; Mr. J. R. Harris, to be Lecturer in Palaeography; Syed Ali Bilgrami to be Teacher of Marathi; L. Doncaster to be Assistant to the Superintendent of the Museum of Zoology; Dr. S. F. F. Fletcher, King's, to be Lecturer on the Theory, History, and Practice of Education; Mr. C. Bendall, Caius, to be Curator of Oriental Literature; Dr. Forsyth to be Governor of University College, Liverpool; Dr. H. J. Roby to be Governor of Manchester Grammar School; Mr. T. A. H. Hamond, Magdalene, to be Governor of Hamond's Free School, Swaffham; Dr. Holson, Christ's, and Mr. H. G. Comber, Pembroke, to be Proctors for the ensuing academical year; E. B. Bailey, Clare, to be Harkness (Geological) Scholar; O. T. Jones, Trinity, to be Wiltshire (Geological) Prizeman; A. J. H. Smith, Trinity, to be Gladstone Memorial Prizeman in Political Economy; Mr. R. A. Nicholson, Trinity, to be University Lecturer in Persian; Dr. W. H. R. Rivers, St. John's, to be University Lecturer in Experimental Psychology; R. McG. Dawkins, Emmanuel, to be Craven Student; A. J. B. Wace, Pembroke, to be Prendergast Student; Dr. E. L. Evans, Trinity, to be Horton-Smith Prizeman in Medicine.

SCOTLAND.

The Glasgow proposals for the extension of the session in Arts by spreading the courses of lectures over two or (preferably) three terms of about nine weeks each have led to prolonged discussion in Edinburgh regarding a general reform of the curriculum in Arts. Ten years' experience of the working of the present Ordinances has led to profound dissatisfaction with them in all the Universities. For a system absolutely rigid they have substituted one that is fatally fluid, without being altogether free from vexatious restrictions. Their leading principle, so far as they can be said to have any, is not that of securing a variety of educationally valuable courses leading to a degree, but that of allowing fair play in a scramble for students to almost all the Arts subjects at present taught in the Universities. The result is to throw upon the students the responsibility of choosing a line of study out of an enormous number of possible combinations of subjects. And, as boys and girls of seventeen or eighteen are not educational experts, they almost inevitably tend to become adepts in the choice of soft options. This tendency is strengthened by the fact that the same degree is given for an indefinite variety of courses, coherent and incoherent, good, bad, and indifferent. The M.A. degree, in short, has ceased to have any clear and definite value; it may mean almost anything or almost nothing. Further, the possessor of an ordinary degree cannot be regarded as competent to teach the subjects in which he has graduated. The University instruction in each subject need not occupy more than six months, and at the end of that time the student may pass the Degree Examination in the subject he has been studying and go on to something else. Thus Prof. Hardie, of Edinburgh, says: "In Latin, the student who just passes the Preliminary in October, and just passes the Degree Examination in April, has, at the end of his course a few years later, no such knowledge of Latin as would enable him to teach even the elements properly. Regarded as the minimum which a student should know of a subject which he is not going to teach, the Pass standard is perhaps fairly satisfactory. But it is also looked upon as a qualification for teaching, and in this respect its inadequacy is manifest."

With the view of obtaining, if possible, some general agreement as to a remedy for such evils as these and others which will suggest themselves to any one who is acquainted with the working of the Ordinances, the Edinburgh Senatus has published an elaborate set of proposals resulting from discussions in the Faculty of Arts. The extension of the session to June 30 is generally approved; but, "as the conditions vary in different subjects, it would be a mistake to make this extension uniform or compulsory." The particular arrangements should be left to the Senatus and the University Court in each University. Two new proposals are also made. In the first place, it is suggested that ordinary students, instead of (as at present) taking seven single courses in separate subjects, should be allowed to take double courses in one or two subjects, and thus to complete the degree in five or six subjects, an aggregate of seven courses being still required. "Also some of the minor restrictions on the Honours student might with advantage be removed. A greater variety of Honours groups should be recognized, and graduation with Honours in more than one group fostered by greater exemption from subjects taken on the ordinary standard." In the second place, it is proposed that, following the example of the American Universities and of the University of Birmingham, we should allow class-work to count in part for graduation, on condition (1) that it should not count for more than half of the Degree Examination, and (2) that the external examiners should, if necessary, have an opportunity of judging and reporting upon it.

As to details, a great majority of the Faculty of Arts is in favour of a

three-term session of at least twenty-seven teaching weeks, while the minority prefers the development of a summer session on the lines at present followed in Edinburgh. The majority is also in favour of regulations to the effect that the keeping of a term shall mean satisfactory attendance on two qualifying courses, or parts of such, extending over the whole term; that an academic year shall be completed by the keeping of at least two terms, and that the curriculum in Arts must in every case extend over not less than three complete academic years. A considerable majority of the Faculty is in favour of "giving an option (according to the subject) between two terms or three terms for a full qualifying course," while others are of opinion that in all cases the qualifying course should not extend over three terms. Prof. Laurie protested against making a three-term course absolutely compulsory in any subject, "on the ground that such a proposal would meet with serious opposition from the Churches and from the training colleges." On the question of the subjects to be taken for the ordinary degree, there was again some difference of opinion. Two schemes were voted upon. That which obtained most support prescribes (a) that a curriculum for the ordinary degree shall consist of seven courses in seven, six, or five subjects; (b) that every such curriculum must include (1) a language other than English, (2) one subject from each of the groups of Mental Philosophy and Science, (3) two out of the following three alternatives: Logic or Moral Philosophy, Latin or Greek, Mathematics or Natural Philosophy; (c) that a curriculum of seven or six subjects must include at least one, and a curriculum of five subjects at least two, pairs of cognate courses. Cognate courses are defined as distinct courses on the same subject or courses in subjects to be finally recognized by the Senate as cognate—e.g., Latin and French, Latin and Greek, Mathematics and Natural Philosophy, &c. "The candidate must pass a more stringent examination in the subject or subjects of his cognate group or groups," either by passing the ordinary examination with a higher percentage or in an extended form, or by passing an additional examination. The minority scheme proposed a wider option by omitting (c) (3) and by allowing, in the case of a five-subject curriculum, the taking of three cognate courses. It was further proposed that, in place of reconstructing the M.A. curriculum in accordance with such schemes, "a new degree should be instituted on modern lines"; and this was carried by a bare majority, some abstaining from voting.

With regard to the Honours degree, it was agreed, one member dissenting, that a candidate for Honours in one group should not be required to take up more than two subjects on the ordinary standard, in addition to his Honours subjects; and that he shall not be required to attend more than six courses, provided that among the whole of the subjects taken (Honours and ordinary) there shall be included one, at least, from each of three of the groups of Language and Literature, Mental Philosophy, Science, and History and Law. It was also agreed that: "A candidate for Honours in at least two non-overlapping Honours groups shall not be required to take any additional subjects on the ordinary standard, but merely to attend not less than six courses in his Honours subjects, two of which must be Honours courses in distinct subjects in one of his Honours groups, and two Honours courses in distinct subjects in another of his Honours groups." It was further agreed that practically all the limitations at present attached to candidature for the Honours degree—e.g., the requirements of Latin or Greek for Honours in any subject, Greek for Honours in Philosophy, &c.—should be abolished *simpliciter*. Further resolutions making it easier to complete a degree curriculum by attendance at different Universities, and proposing an increase of the fees for courses in Arts, were also adopted.

The adoption of the proposals of the majority would make a distinct improvement on the present state of things. The minority proposals, on the other hand, seem to err in the direction of extending rather than limiting the already too wide system of options. They make possible to the ordinary student such absurd courses as are at present sometimes taken by candidates for Honours. For example, it is already possible for a student to take a Third Class in Classics with Education, Botany, and Zoology as his ordinary subjects—Botany and Zoology being attended in summer sessions. A weaker degree it is scarcely possible to have, and yet the minority proposals would allow the ordinary degree to be taken in the same way.

The suggestion that a new degree should be instituted "on modern lines" has little to commend it. A new degree is about as hard to establish as a new daily newspaper. Very many years must elapse before its meaning and value are understood, and meanwhile the holders of it suffer. A better plan would be to revive the B.A. as a degree for those who take the present seven-subject curriculum, and to use the M.A. as the mark of a specialized ordinary or an Honours course of study. But, after all, what we require is neither a new degree nor the revival of an old one, but simply the M.A. in such a form that a man of ordinary intelligence can hope to understand it. This we shall never obtain so long as we continue to flounder in the morass of alternative subjects in which the last Commission has left us. It is right that there should be options, but the alternatives offered should be, not particular subjects, but complete courses. It surely does not pass the wit of the professorate to devise,

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say, ten—or even twenty, if necessary—courses of study for the ordinary degree, each fairly equal in value and none educationally nonsensical. Among these the student might have a perfectly free choice, and both he and the public which is to employ him would certainly be better off than at present, when there are thirty thousand (or more) possible ways of taking the degree. We should still be far from perfection, but a reduction from tens of thousands to tens in the varieties of the degree would be an incalculable boon. Such good features of the Edinburgh scheme as the limitation of the number of subjects and the slight specialization of study might be retained, and the Honours degree might be remodelled on similar lines.

If the three-term session is to succeed, it should be made compulsory in most subjects. Prof. Laurie's objection is really an argument for taking the training of teachers out of the hands of the Churches and giving it to the Universities. At the same time it is desirable that education should cease to be an Arts subject. It is really a professional subject, and, as such, ought to be taken after the completion of an appropriate Arts course. Such a change would greatly raise the status of the teaching profession, and, with the Carnegie system of fee-paying, it would cause little, if any, hardship.

The John Usher Institute of Public Health, given by Sir John Usher, who was one of the chief founders of the Chair in that subject at Edinburgh, has been formally presented to the University. It will be of great advantage, not merely to the Edinburgh Medical School, but also to the Health Department of the city, which will find in it a thoroughly efficient laboratory for bacteriological and sanitary work.

The Glasgow Senatus has asked for the co-operation of the other Universities in endeavouring to secure that there shall be a proper representation of the Universities on the Local Authorities to be constituted under the forthcoming Secondary Education Bill for Scotland. It is to be hoped, in the interests of Scottish education, that this effort of the Universities will be successful.

Mr. Robert Latta, Professor of Moral Philosophy in the University of Aberdeen, has been appointed by the University Court of Glasgow to the Chair of Logic, vacant by the death of Prof. Adamson.

IRELAND.

The Royal Commission on University Education in Ireland met for three days in the beginning of June to take evidence. This is expected to be the last sitting that will be held, and the Report will be issued in the autumn. The third Blue Book will be published in about a month's time. Among the witnesses examined in June were some medical professors and professors from the Royal College of Science, the President of the Gaelic League, and representatives from St. Mary's Dominican College for Women, from the Loreto College for Women, and from the recently formed Irish Association of Women Graduates.

The new Fellow this year in Trinity College, Dublin, is Mr. W. A. Goligher, from Londonderry, who, after winning the highest distinctions in Classics and Modern Literature, went in for Fellowship for the six successive years ending with 1899. He has not been a candidate for the last two years, and appeared as an unexpected competitor against Mr. Frazer this spring. He won the Fellowship in Classics, Hebrew, and Logic and Ethics, with a total of 792, obtaining the highest marks given in Classics for many years. It is regretted that Mr. Frazer, who is very popular in college, was defeated in this, his sixth trial. His total, obtained in Mathematics and Experimental Science, was 751½, and he takes the Madden Prize for the third time. Mr. Alton (Classics) was third on the list, obtaining a £50 prize, and of the two remaining candidates (who both came up for the first time), Mr. Webb (Mathematics) and Mr. Longworth (Classics), Mr. Webb did remarkably well, obtaining a £50 prize and a total only lower by 53 marks than that of Mr. Alton, who has been a candidate four times.

The Graduates' Tercentenary Memorial was opened by the Lord Lieutenant on May 30. The Fellows gave a large garden-party, which, however, was completely spoiled by the wetness of the day. Prof. Mahaffy, in his speech, very frankly spoke of the hostility shown by the authorities to the formation of the Graduates' Union, which had delayed the project ten years, and prevented the subscriptions reaching as large an amount as they would otherwise have done. The Lord Lieutenant, with equal candour, rebuked the exaggerated and inaccurate language used in public speaking in Ireland and the political feeling shown by the college students in outbursts of high spirits. He also expressed a hope that Trinity College would some day develop the side of applied science in education as completely as she had done the literary side of University culture.

Much indignation has been created in Ireland by a circular issued by the Department of Agriculture and Technical Instruction announcing that it is under consideration to withdraw the "equivalent grant" obtainable under the Technical Instruction Acts of 1889 and 1891 from Ireland, in consideration of the Department having £55,000 a year to spend on Irish technical education. In the circular it was stated that, pending the decision of the Treasury, the Department had arranged that those localities which had enjoyed the "equivalent grant" previous to the establishment of the Department should continue to receive it for three more years, based, however, on the amount payable in 1901. This is a serious blow to technical education in Ireland, and involves

the technical schools started all through the country in difficulties. At the time of the passing of the Act establishing the Department no intimation was given that the "equivalent grant" would, therefore, cease to be available in Ireland. If such a thing had been mentioned, the scheme would not have been accepted by the Irish members. The local Councils have planned their schools, relying on the help of this grant, which the Department itself clearly stated would continue to be paid; and now it is threatened to be withdrawn. If this be done, Galway, as an example, instead of £773 per annum, will have only £600, the amount of the Departmental grant. The Dublin technical schools will lose £700 a year. In fact, Ireland will be worse off than if the grant had been left, and the Department never established—as far as help to technical education goes. It is a distinct breach of contract, which seems hardly comprehensible, unless the growing powers of the Treasury are now sufficient to undo an Act of Parliament.

Nothing can be more unwise politically than such treatment of Ireland on the part of the Government; but it is of continual occurrence. The amount available in Ireland for technical education is scandalously inferior proportionately compared with that bestowed on England and Scotland. A similar foolish and unjust parsimony has recently called forth remonstrances from the managers of all the Irish training colleges for primary schools. To the training schools attached to these colleges, in which the students practise, highly qualified teachers were attached, so as to give the students the best possible standard of teaching, and help in their training. Now it is announced that such superior and more highly paid teachers will not be allowed in the training schools, and that only teachers of the rank of those in the ordinary schools will be appointed.

In the same way the appliances required for the teaching of science and hand-and-eye training, introduced into the national schools under the recent reforms, are most inadequately supplied. By such petty parsimony work on which already large sums are being expended is frequently so crippled that it fails to do any good.

The Intermediate Examinations began this year on June 17. The total number of entries was 9,054, as against 8,117 in 1901. The increase was solely in the Preparatory Grade, the other grades showing a decrease. The total number of boys was 6,545, and of girls 2,509.

A great outcry has been raised concerning the papers set in the English courses by Mr. Magenis, F.R.U.I. The courses were exceptionally long and difficult, and the examiner has omitted any notice of large parts of the course, while his questions are of a philosophical, analytical, and critical character, admirable if the papers were set for advanced University students, but beyond the intelligence and range of reading of school-children. Notwithstanding this grave defect, the papers are in a style which would encourage more thoughtful teaching and better methods of study were they somewhat modified to suit the ages of the candidates. The papers set in languages were an immense improvement on those set under the old system.

SCHOOLS.

CLAPHAM HIGH SCHOOL.—Four successes have been gained in the Cambridge Triposes: R. Baldwin was placed among the Senior Optimes and N. Deane among the Junior Optimes in the Mathematical Tripos; in Part I. of the Historical Tripos O. Palmer gained a Second Class and K. Parr a Third Class. In the London University Matriculation Examination, held in January, A. Hutchings gained a First Class and E. Foster a Second Class. The Higher Certificates of the National Froebel Union have been gained by H. Bideleux, E. Brightwell, and C. Newton. The Royal Drawing Society has awarded a gold star to D. Hammonds, the Bousfield Prize and a bronze star to M. Tarrant, the Ablett and Art for Schools Prizes to E. Pattenden, and a bronze medal to G. Budge. In the holiday sketching competition the same society has awarded a silver star to D. Hammonds and a bronze star to M. Tarrant.

JERSEY, VICTORIA COLLEGE.—Mr. L. Dale has gone to Christ's Hospital, Mr. A. H. Belcher as sixth form master to Brighton, and Mr. H. L. Collen to Bradfield. In their places we have Mr. A. W. Holyoak, from Merchant Taylors' School, Crosby, Mr. C. H. Lea, and Mr. A. E. Kirk. The new school-house buildings are now occupied, and seem likely to be a great success. On July 29 the college celebrates its jubilee, having been founded in commemoration of Her Majesty Queen Victoria's visit to Jersey in 1847, and opened in 1852.

TONBRIDGE SCHOOL.—The following have been elected to scholarships:—E. E. H. Heriz-Smith (Tonbridge School), H. S. Bigg-Wither (Tonbridge School), L. F. O. S. Honey (H. Williams White, Esq., Holyrood, Bognor), E. M. Besley (T. Addison Chater, Esq., High Croft, Westerham), J. C. Barley (Tonbridge School), H. B. H. Dickinson (Tonbridge School), E. G. Kitchen (G. Gidley Robinson, Esq., Hill Side, Godalming), T. Tanqueray (Rev. E. F. Miller, Esq., The Knowl, Woburn Sands), T. E. Lister (Tonbridge School), B. W. Pigg (C. F. Sylvester, Esq., Branksome, Godalming), E. R. Mason (M. Roderick, Esq., Pretoria House, Folkestone), C. D. Twynam (G. Gidley Robinson, Esq., Hill Side, Godalming), H. J. W. Tillyard and L. V. M. Robertson have been placed in First Class, Div. II., Classical Tripos; R. F. Worthington and H. W. F. Cooper, Second

(Continued on page 464.)

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Class Classical Tripos; G. Hemmant, Twenty-first Wrangler, Mathematical Tripos. On St. Augustine's Day, May 26, the new school chapel, dedicated to St. Augustine, was consecrated by the Archbishop of Canterbury. Four bishops took part in the service—Bishop Welldon, the Bishop of Kensington (O.T.), the Bishop of Melanesia (O.T.), the Bishop of Victoria (O.T.). The weather on the opening day was beautiful, and a large company of visitors was present. The services were most impressive, and the day, which marked an epoch in the school history—for we now have a chapel worthy of our name and ancient foundation—was in every way a successful one.

UNIVERSITY COLLEGE SCHOOL.—J. Taylor and A. Sinkinson (University College School), D. Betts (Holly Hill School), and C. H. Stokes and W. A. Stone (University College School) have been awarded entrance scholarships. C. D. Schlesinger has been awarded the Hulme Exhibition for Classics, Brasenose College, Oxford. We greatly regret recording the death of Mr. Richard Savory, who was a master in the school from 1866 till his retirement in 1898. An old boy has been ennobled by the Emperor of Japan. Baron Dairoku Kikuchi is Minister of Education, with a seat in the Cabinet. He is M.A. of St. John's College, Cambridge; nineteenth Wrangler, 1877. He has been actively engaged in education work in Japan. We may here mention his being Director of the Science College, Imperial University, and Professor of Mathematics there.

PRIZE COMPETITIONS.

The Translation Prize for June is awarded to "Shekels."

The winner of the Extra Prize for April is Miss E. A. Onions, 72 The Avenue, Bruce Grove, Tottenham.

LA RÉVOLUTION DE 1830.

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jusqu'au ralentissement du progrès, affadir cette aurore, dénoncer et retrancher les âpretés de l'enthousiasme, couper les angles et les angles, ouater le triomphe, emmitoufler le droit, envelopper le géant peuple de flanelle et le coucher bien vite, imposer la diète à cet excès de santé, mettre Hercule en traitement de convalescence, délayer l'événement dans l'expédient, offrir aux esprits altérés d'idéal ce nectar étendu de tisane, prendre ses précautions contre le trop de réussite, garnir la révolution d'un abat-jour.

1830 pratiqua cette théorie, déjà appliquée à l'Angleterre par 1688.

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Royal houses resemble certain Indian fig-trees, each branch of which, by bending down to the ground, takes root and becomes itself a tree. Every member may become a dynasty. On the mere condition of bowing down to the people.

Such is the theory of the knowing ones.

This, then, is the grand art : to make success give forth a faint echo of catastrophe, so that those who profit by it may tremble withal ; to season a forward movement with fear ; to prolong the curve of transition until progress flags ; to take the colour out of this daybreak ; to deprecate and depreciate the asperities of enthusiasm ; to pare off corners and claws ; to deaden the sound of triumph ; to muffle right ; to wrap the giant people in flannel, and put him speedily to bed ; to prescribe low diet for this excess of health ; to put Hercules under convalescent regimen ; to drown emergency in expediency ; to offer to souls athirst for the ideal that nectar diluted with barley-water ; to take precautions against too much success ; to furnish the Revolution with a sun-blind.

1830 practised this theory, already applied to England in 1688.

1830 is a Revolution stopped midway. Half-progress ; quasi-Right. Now, logic ignores the "almost" as absolutely as the sun ignores the candle.

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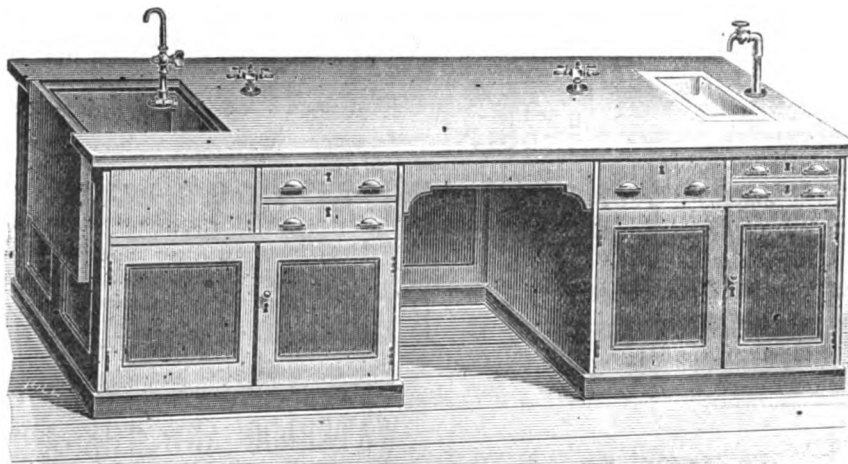
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Voyez quelle vertu avoit une telle beauté et telle grace, de faire tourner un barbarisme grossier en une douce civilité et gracieuse mondanité! Et ne s'en faut esbahir de cela, qu'estant habillée à la sauvage (comme je l'ay veue) et à la barbaresque mode des sauvages de son pays, elle paroissoit, en un corps mortel et habit barbare et grossier, une vraye déesse.

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IF to make one of these in the hearing of ears polite was amongst the unpardonable sins of fifty years ago, now that the goddess of classical education has been compelled at least to share her throne with the deities that preside over instruction in modern, scientific, and technical subjects, we ought to be growing more charitable when we hear false quantities, and more callous when we make them. But amongst the many pangs of society life there are few more bitter and lasting than the awful conviction that in the hearing of our educated fellow-creatures we have mispronounced a word. We would rather be detected in talking illogically. In one sense, our preference is for quantity before quality.

I wonder if Mr. Herbert Spencer ever spoke of "Iphigenia," and has never quite got over it. He remarks what a ridiculous thing it is that a man should be ashamed of making that false quantity and yet not be ashamed of ignorance of the position of the Eustachian tubes in the human anatomy. It is very difficult to agree with him, though it may not be very easy to reply to him. But certainly there is room for something to be said on the other side. We can hardly be expected to acquaint ourselves with all the natural sciences. To be well up in one or two of them is, as all will admit, infinitely better than to have a smattering of all; and a thoroughly scientific man who should have omitted anatomy from his curriculum would have no need to be ashamed of his ignorance regarding those same tubes. To know how to spell their name only would be practically useless. If he was suffering in them, the sensible thing would be to send for the doctor, and point out to him the part of the body affected. No more of a blessing attaches to the word Eustachian than to the word Mesopotamia; at any rate, unless it is pronounced in such a way as to be intelligible, the man who uses the term possesses in his knowledge of it only some information which, in Spencerian language, it does not concern him to have. For surely it does concern us not only to know how to spell the names of the persons, places, and things we talk about, but also how to pronounce them in order to make ourselves understood. Language is literally tongue-work, and serious consequences may arise from an incorrect use of tongue-work.

But no doubt the implication is that it is more important to know about the Eustachian tubes than to know about Iphigenia. That would seem to mean that a knowledge of the terminology of anatomy is more desirable in this world, where the medical man is ready to hand, than an acquaintance with the principal names that occur in classical literature; that one need not be ashamed of ignorance in the very A B C of the latter, but should be of ignorance of a detail in the former. The question makes a very pretty and a very familiar quarrel as it stands. It is only a tilt of scientific *versus* classical education. Practically it is enough to say that we cannot all be medical men, and that we had much better not try to be so: first, lest we become hypochondriacs; secondly, lest we injure our health; and, thirdly, lest by becoming every man his own physician we cause the professions of medicine and surgery to languish. Practical and scientific education is useful mainly with reference to the state of society in which we live. For the colonist and the traveller, no doubt, the more medical skill they possess the better their chances of survival; for the bulk of us such knowledge is rarely necessary. But it is always necessary to pronounce our words so as to make ourselves understood.

"Our rude forefathers," whatever we may think about it, did not like to be convicted of making false quantities. Not that they are likely to have looked at the matter with a philosophic eye. To make a false quantity fifty or seventy-five years ago was to argue oneself unknown at the great public schools, where one learnt Greek and Latin or nothing, and to confess to an ignorance of that "without which no gentleman's education was complete." As Charles the Second felt about Presbyterianism—that it was "no religion for a gentleman"—so was it felt, and so is it felt, by many of us about any other education than the literary and classical. The days are over when it was indispensable for a Parliamentary orator that he should possess a proper equipment of quotations from the classics; but not quite extinct are the old "Eton Latin Grammar" tags: "Timeo Danaos et dona ferentes," "Facilis descensus Avernus," "Non tali auxilio," and (I believe from Westminster) "Proximus ardet

Ucalegon"; and, while the orator loves to air his Latin, he will shudder at the idea of mispronouncing it.

Classical scholars and the supporters of classical education used to feel a little weary at one time of being told to notice the purity of style in the great orations of John Bright, who was said, like one greater than himself, to have "small Latin and less Greek." They were inclined to think that he might have been a still greater orator had he enjoyed a classical education. There would have been less reason for Mr. Birrell's complaint that his speeches lacked "a gracious somewhat." Certainly he would have had a better chance of appreciating his favourite poet Milton and his innumerable classicisms. The humanists probably felt somewhat avenged when it became known that Bright's literary taste was not on a level with his eloquence, and that the "Epic of Hades" was the poem that he ranked next to the "Paradise Lost." But, if from a literary point of view he then suffered a fall, more serious was the damage done to his reputation as a House of Commons orator when in an unhappy moment he spoke of the "Pitchley [*sic*] hounds." The country gentlemen were profoundly satisfied. How could he understand what he was talking about, when he could not put the right name to it? Justly or unjustly, his false quantity convicted him of ignorance of his subject; almost as plainly as the misconception of Joseph Arch, when he got himself into a state of indignation and a hobble about "hinds."

Very remarkable appear to have been the methods employed in the pronunciation of Latin in one great and popular seat of learning. Even to this day the vowels are pronounced after the British fashion in several of our chief schools, and frequently at the Universities; and students are taught to believe that Horace could perpetrate such a monstrous cacophony as (to spell the line as it is pronounced)—

Florees ameenee ferry jubee rosee.

Ruined, if not lost, by the British pronunciation is the noble sonorosity of such lines as Latin alone can supply. It is worth while trying the difference of effect produced (on such passages, for example, as Virgil, "Georgics" IV. 460-470, or Horace, "Odes" III. xxix. 33-41) by the use of the Continental vowel sounds. The naturalness of this system, as contrasted with the British code, has been strongly brought home to me in my own experience. Five-and-forty years ago we were all taught to pronounce the vowels as in English, and it was not till I had been teaching for some twenty years that I decided to make the change to the Continental vowel pronunciation. That change came to me quite easily, in spite of the fact that I had reached an age when things are pretty well stereotyped. But when, in conversation with friends, I have had to recur to the British style, I have found great difficulty in doing so; from which I argue in favour of the Continental method, as East in "Tom Brown" argued in favour of the "crib"—that Nature intended it to be used.

But at one great school it actually seems that boys were taught to make false quantities, and then flogged for making them—a shocking instance of "preachee and floggee too." I well remember how a pupil, who had been prepared by a recognized coach for that school, produced *viva voce* the second half of a pentameter (to spell his words phonetically), "Tee peereunty peerit." He used to say "eego" for the first personal pronoun, but no doubt would have suffered consequences had he made the word scan in his verses as he pronounced it.

A most objectionable plan, as it seems to me, and one productive of a plentiful lack of correct pronunciation, is the system of marking all the vowels as long or short in our grammars and dictionaries. Quantities should be learnt by the rules of prosody. When the rules do not provide for pronunciation, an occasional mark of quantity is admissible and helpful, as, for example, over the penult in the inflexion of *arbor* or the first syllable of such words as *veneo* and *venio*. But to mark quantities indiscriminately is to teach the pupil to pronounce by the eye, whereas the ear is the organ to be trained for the purpose. The latest edition of the "Eton Latin Grammar" is seriously vitiated by this method, and even in such a work as the edition of "Seyffert's Classical Dictionary," by Nettleship and Sandys, it has been thought desirable to mark the penults of "Jupiter" and "Justinus," and so to inform the tongue by the eye, and not by the ear. No wonder English schoolboys are slow to learn a modern language colloquially, when a "Latin exercise" is to them a task in which the work is done

only between the fingers and the brain, and to a very large extent in their linguistic studies the ear and the tongue are off duty.

There is no shuffling out of a false quantity, as there may be at times with other displays of ignorance. "Litera dicta manet." Your syllable has gone forth, and it remains to live it down. The least sensitive in such matters are probably mathematicians, who cannot bother themselves about such a trifle as the penult of "Uranus," and pronounce it on the analogy of "Silvanus" and such Latin words. A mathematical Vice-Chancellor of Cambridge is said to have made a practice of perpetrating five false quantities in eight words when conferring degrees: "In nōmine Patris et Filii et Spiritūs Sancti." But, of all who ever conferred degrees and blundered so badly as to show that they themselves were unworthy of one, probably none was a greater offender than the Iron Duke. In the list of benefactors at the Oxford Commemoration he announced "Jacōbus primus." "Jacōbus," your Grace, whispered the Vice-Chancellor at his elbow. "Thank ye, thank ye," said the Duke; and presently produced the name of "Carōlus primus." "Carōlus," your Grace, whispered the Vice-Chancellor; upon which the Duke is said to have uttered, in an audible undertone, the usual monosyllabic anathema upon Carōlus.

For those whose memories are plagued with the offence of a false quantity or two there are grains of comfort in the recollection of learned men who have gone wrong in their prosody. False-quantity makers have erred in good company. Prof. Mayor seems to find some satisfaction in adding a rather vicious note of exclamation to his remark that in Juvenal, "Satires," xi. 90, "the great critic Heinrich has proposed to insert a false quantity by reading *adhuc* for *autem*." Many a true story is told of mispronunciations by good scholars. One of the very best classical scholars living sent up *mālus* for "a mast," when sitting for a Trinity Fellowship. C. S. C.'s version of "Angustam amice pauperiem pati," &c., still runs: "Remember, friend," &c. A. and B., two examiners for the Bell Scholarship, once had an experience worth recording. They could not agree, and A., arguing against B.'s man, said: "I could never consent to award a University scholarship to one who made a bad false quantity in his Latin verse." B.: "What was it? I fear I overlooked it." A.: "Why he made the *i* of 'Titus' short." B.: "Well, it is only in a proper noun, and—if I am not very much mistaken, it *is* short." So it seems that the scholarly candidate was not far from failing in virtue of a correct quantity.

One reminiscence remains with me. The sixth form of which I was a member was being examined *viva voce* in Greek Testament by the well known commentator on the same, Dean Alford. The very reverend man used the word *κράβαρον*, and directly afterwards our show-boy pronounced the word *κράβαρον*. "What is your authority," asked the Dean, "for so lengthening the penult?" "Because," said the examinee, "it is the Latin *gravatum* in a Greek form." The Dean said something indistinct about analogy and the genius of the Greek language, and, rather hurriedly, as we thought, turned our attention to another passage. But, as Lord Grimthorpe knows, and has let others know, even if this was a mistake, Dean Alford was not the only "false-quantity making Dean." If, however, there is an excusable mistake of this kind, it is that common transposition of the first two monosyllables in the line:

Tempora mutantur, nos et mutamur in illis.

A reverend canon in print, and Sir Henry Campbell-Bannerman as reported, have recently produced something much worse. How did they suppose it possible that a line of Ovid could end with "fas est ab hoste doceri"? The very latest false quantity I have seen in print is in a recent number of *Punch*, in which a Fellow of Oriel misquotes "Nisi moderato [*sic*] splendeat usu."

It must be admitted that the Muse of English poetry suffers with the rest of us free-born Britons from insularity. She has given us Hecate as a dissyllable, Hyperion, Andronicus, and many another false quantity, that still produces a slight qualm in scholarly nerves. For centuries, I suppose, the educated and scientific world has been accustomed to speak of the complaint called "angina pectoris," and to make the penult of the first word long. Not long ago I was thankful, as a pedagogue, to be able to reply in the affirmative to a friend who wrote asking, "Did you know that X. is suffering from *angina pectoris*;" and

that the *i* in *angina* is short?" It was Prof. Munro, I believe, who in recent years called, or recalled, the attention of scholars to the fact that *angina* is a Latinized form of ἀγχόνη in the sense of strangulation. The incident is recorded in "The Life of Archbishop Benson. But, as Dean Alford surmised of κράβατον, that it could be pronounced on the analogy of similarly formed words in Greek, so may we, with a clear conscience, avoid pedantry, and continue to lengthen the penult, believing that Romans would so pronounce the word on the analogy of *doctrina*, *medicina*, and so forth.

What are we to think of Dryden's lines in the "Religio Laici"?—

The Deist thinks he stands on firmer ground;
Cries "εὐρεκα [*si*], the mighty secret's found."

Is it a case of "ignorance, sheer ignorance," or of pronunciation by accent and of spelling to suit it? He would be a bold man who would venture to write ἄνθρωπος, but it is not worse than εὐρεκα.

We have in our own language certain words that cause us a degree of uncomfortable feeling when we venture to use them colloquially. We can either find no rule, or more than one rule, by which to determine the accent, and we do not hear the words sufficiently often to be able to fall back upon a conventional pronunciation. Such a word is "decadence." Are we to follow the Latin prosody, and make the *a* short, or form it from the English "decay," and lengthen the middle syllable? In our divided state of mind we probably allow our prudence to limit our vocabulary. We fall back upon a synonym, and the word is left outside the circle of such as are pronounced by convention. The well known story of a late Lord Derby, corrected, but declining to receive correction, in the House of Lords, has effectually robbed "curator" of its terrors; but there remain others to plague us, especially such as admit of no sort of etymological argument, and are simply to be remembered, and yet are not so frequently in men's mouths as to be familiar. It is impossible with some to feel certain about "Sardanapalus" and "Culloden." With regard to some classical words, it is advisable to lengthen or shorten penults according to the company present. To a scholar you will probably speak of Ovid's "Metamorphōses," and of a "metamorphōsis" to a man of the world. It is said of a scholarly man of fifty years ago that, in his contempt for the literary inferiority of his fellow-guests at an official dinner, he deliberately spoke of himself as an "amicus curiæ." Much less brutal was the reply made by a head master when his health had been proposed by the worthy, but post-classical, mayor of the borough, as one who combined the *suaviter in modo* with the *fortiter in re*. In his response to the toast, he declared himself overwhelmed by the quantity, no less than by the quality, of the mayor's compliments.

Of false quantities perpetrated by adults there are two favourite homes: one, the room of the auctioneer, who seems to hover between the learned and unlearned professions, and is, consequently, flighty in his prosody. It is only a few months ago since I heard a gentleman of this profession speak of "myself and my learned brethren." But unwonted sounds are heard from the lips of the brotherhood when, in faltering accents, they offer for sale the Greek tragedians: "What shall we say, gentlemen, for this elegant edition of—ahem!—Euripides and—ahem!—two others?" Lord Brougham's pronunciation of the name would have afforded some support to the hesitating scholar-salesman.

The other and the most favoured haunt of the false quantity—to our shame be it said!—is the Christian house of worship, from the Cathedral to Little Bethel. There the purist loves to make a goose of himself: to air his learning in his pronunciation of "Debōrah," "Naphtālī," and "Bārabas." In the accent he gives to the last he may, or may not, be correct, and he has the authority of John Sebastian Bach, in the St. Matthew Passion Music; but we do not recognize the word so altered from the spelling of our Authorized and Revised Versions of the New Testament. The purist causes his choir to sing of Abraham and David, pronouncing the *a* as in "father"; and, while this gives them good, sonorous words to sing, the congregation are at no loss to recognize the names. But they fail to make much of Jacob as "Yakoob," or of Joseph as "Yusuf." And, in spite of his attempts to be consistent and correct, he will continue to speak of Attalia and Samaria, and probably is careful to make four syllables of Timōthēus, in opposition to Dryden, Handel, and Mr. Santley, who have long ago settled the point in "Revenge!

Timōthēus cries." But if he wishes to be "understood of the people," he may just as well say Timothy, and have done with it.

But not all the peculiar pronunciations echoed by the walls of our churches come from the correct purist and the youthful, and consequently infallible, curate displaying his erudition before his teachable rector. The downright unmistakable false quantity is there, as in school, the badge of the ignoramus, who too commonly goes by the name of the "literate" on the *lucus a non lucendo* principle. There are two names in the New Testament before which such an one is nearly certain to go down. It is no exaggeration to say that the word Urbane is read as a trisyllable, and supposed to be the name of a female, nineteen times out of twenty. The cure in this case, if it were only manners to apply it, would be to ask the offender why he should not speak of Pontius Pilaté. But there is yet a more insidious name occurring in one Second Lesson. The mighty in scholarship have fallen in respect of it. A true story is told of what happened in an East Anglian vestry one Sunday. "To think," said the late Venerable Archdeacon O—to his well read Etonian curate, the late Mr. E—, "that you should not know how to pronounce the name of our pious old friend the hero of the 'Æneid'!" The prudent curate knew better than to correct an archdeacon and a rector. He received the admonition with meekness of wisdom, and departed smiling within himself to think that his clerical superior should be ignorant of the fact that the penult of the New Testament name is an *epsilon*.

But the ignoramus makes his false quantities, it would sometimes seem, in pure wantonness, like that of Mr. Snob, who asked a stranger if he thought Publicoaler a fine writer. Incredible as the following examples may be thought, I heard them with my ears perpetrated in the same pulpit, before large and unmoved congregations, within the same year, and in each case by a preacher whose back was either unadorned or vested with a "decent tippet of black"—the "Acropolis" of Athens and "Veni Creator Spiritus" (the *i* pronounced as in "nice"). This last appeared so gratuitous an outrage on the ears of the flock that I put it to a learned friend: "How could a man mispronounce so familiar a word?" His explanation was that when a lame scholar attacks a word he is not sure of he thinks the most barbarous pronunciation will best suit the syllables that are foreign to him.

As for false quantities in school life, they are part of the pedagogue's daily bread and water of affliction until he gets callous by use. Pages might be filled with the mispronunciations heard in our form-room. One most unfortunate classical name for the schoolboy to manipulate is Lycoris. It is unnecessary to describe his rendering of it. And there is one name that boys have so persistently mispronounced in my hearing as to have made me slightly shaky about it myself—they will say "Boætia" for Bœotia.

To end with a story too good not to be true. Somewhere in Yorkshire a learned and cynical old don, of the high-and-dry school of churchmanship (we will call him Dr. Grimm), had in the next parish a clerical neighbour, Smith (*verbi causa*), who was a literate and belonged to the florid order of readers. One Sunday, when Dr. Grimm, in the natural order of things, might have been expected to be taking his usual constitutional and walking out of his parish after evensong, a friend found him walking towards his home. "Why, Dr. Grimm," said his friend, "where have you been this afternoon? I thought your service would have been just at an end, and I was hoping for a turn with you." "Why, where should I have been?" replied the crabbed old scholar. "Of course, I have been to hear Smith read the sixteenth chapter of the Epistle to the Romans."

J. H. RAVEN.

ATHLETICISM IN GREECE.

By E. NORMAN GARDINER.

AT the entrance of the Stadium at Olympia, the last sight that competitors would see before they entered the course, stood sixteen brazen statues of Zeus. They were called the Zanes, and were erected out of the fines imposed upon athletes who had behaved shamefully at the games. The first six were put up in the ninety-eighth Olympiad, in consequence of a certain Eupolus having bribed his rivals to let him win in the boxing. The inscriptions on the bases, which alone survive,

recorded that not with money, but with swiftness of foot and bodily vigour, must one win prizes at Olympia. Fifty-six years later six more statues were set up to commemorate a similar offence committed by the Athenian Callippus in the Pentathlon. On this occasion the Athenians haughtily refused to pay or to take any part in the Olympic festival, but the god at Delphi, indignant at such impiety, declined to give them any oracle till the fine was paid. This oracle was inscribed on the base of one of the statues, together with some lines warning all competitors against such conduct. The remaining four statues recorded similar offences on the part of certain wrestlers.

These statues are full of instruction. In the first place they give us some idea of the high standard of honour in Greek athletics. If we think of the thousands who must have competed in these games during the twelve hundred years that they were held, the fewness of the offences is truly remarkable. The greatest precautions were taken to safeguard the honour of the games: the competitors had undergone a month's training under the eyes of the magistrates of Elis; they had sworn a solemn oath on the altar of Zeus that they would compete fairly and abide by the rules of the games; and any transgression was therefore an act of sacrilege, an insult to the gods, and was punished as such.

But these statues are still more interesting from another point of view. Much indignation has been recently aroused by certain lines of Mr. Kipling's about "muddled oafs" and "flannelled fools." The very violence of the criticisms upon them, most of them utterly beside the point, shows that Mr. Kipling has touched a sore place. No intelligent person can imagine for a moment that Mr. Kipling intended to attack games or athletics in themselves. What he attacked was the over-athleticism which we see rampant around us, whether in the form of the professional pure and simple, who makes his living by affording a spectacle to loafers, or of the still worse professional amateur, who, having no need to work for his living, neglects his profession, if he has any, and devotes the best years of his life to purely selfish enjoyment. Such a life can no more make a man a useful citizen than reading newspaper reports or watching matches can make him a sportsman. It is a far cry from Mr. Kipling to Euripides, but, had Mr. Kipling lived in Athens at the close of the fifth century, he would have found similar cause for his indignation. The language of Euripides, if perhaps more refined, is no less scathing: "Of all the myriad evils throughout Greece there is none worse than the race of athletes; they never learn how to live well, nor can they endure poverty or evil fortune. Honoured in their youth they stalk about as public ornaments, but when old age comes upon them they are thrown aside like old coats that have lost their nap." Perhaps Euripides was prejudiced—his parents had tried to make him an athlete against his will—but the verdict of Plato, an enthusiast for physical training, and himself a competitor at the games, of Socrates, Aristotle and many others, is the same. Now it is to this period that the first Zanes belong. Never had athletics been more popular; but this popularity had brought its own dangers, and beneath its glamour the poet, the philosopher, the statesman could see the evils which were to sap the life of Greek athletics and render them an object of contempt to the more practical Romans. Let me try and describe briefly the character of the early Greek games and the causes that led to their decay.

Greek sports, as we read of them in Homer, and as they doubtless continued in the early days of Olympia, were merely an expression of intense national energy, the joy in all activity, physical or intellectual, by virtue of which all that is young and vigorous, whether nation or individual, loves to match itself against others in all contests of mind or body. This spirit of emulation and consequent love of adventure characterized the Greeks of old no less than the English of the Elizabethan age: in colonial activity and love of sport we are the heirs of Greece. So, as in the days of the tournament or the archery meeting, every important occasion would be celebrated by sports. No training was needed; war and the chase kept all the Homeric warriors in training, and the events in the games were all connected with these pursuits. But as life became more settled and more civilized, and men began to congregate in towns, war and the chase were no longer the conditions of everyday life, and it became necessary to supplement them by a system of physical training. The object of this was principally to make every man fit to defend his country. But the Greek was always an artist

and an idealist, and he introduced into his physical training the ideal of physical beauty, of harmony and symmetry. Every Greek had from boyhood to undergo such a training, not in one, but in many forms of exercise, the object being not to produce special development or to break records, but to make him a useful citizen, healthy and beautiful. This was the ideal of the golden age of Greek games, the beginning of the fifth century. It is the Graces, according to Pindar, that give victory in the games, "by whose gift come unto men all pleasant things and sweet, and the wisdom of a man and his beauty, and the splendour of his fame";* and Pindar never tires of singing of the beauty of the victor, "deft-handed, nimble-limbed, with the light of valour in his eyes." It was this ideal that made the Greek *gymnasium* and *palestra* the school of the finest sculpture the world has ever seen.

Hence, too, came the glory of the great Greek games: they were under the special protection of the gods, and poets sang how gods and heroes had founded them, and themselves had won the victors' crown. The victors themselves received honours almost divine: for they represented the embodiment of the nation's ideal. Sculptors and poets immortalized their beauty and their prowess for the imitation of posterity.

But towards the close of the fifth century there came a change in the attitude of poets and philosophers towards athletics. "Can a man fight against the enemies of his country with a *discus* in his hand?" asks Euripides. Even the beauty of the athlete is no more. "The runner," says Socrates, "has big legs and narrow shoulders, the boxer big shoulders and thin legs." Later on Epaminondas complains that athletics do not train a soldier. What is the reason for this change? It is the decline in the character of the games themselves: and this decline is due to two causes which are very much in evidence in our own times—money and professionalism.

In the earlier days rich and poor met on an equal footing in the *gymnasium* and at the games. Nobles and princes, even kings, competed in contests of strength or speed of foot, and rich and poor were honoured alike in their victory. If Pindar sings of the triumphs of the wealthy Diagorides, Simonides does not disdain to commemorate the victory of the poor fisherman "who once upon his shoulders carried fish from Argos to Tegea." But as the games, and especially the Olympic games, grew from local festivals into national, and princes and nobles flocked to them in ever greater numbers from the rich colonies of the East and the West, a different spirit grew up. These powerful princes and nobles from over the sea disdained the simpler contests of physical power, in comparison with the chariot races and horse races, where they might display their might and magnificence. A king of Macedon had once thought it an honour to be allowed to compete in the foot race: but this was no longer the spirit of the nobility, which was rather that of Alcibiades, who boasted that he had enhanced the glory of Athens by sending seven chariots to compete at Olympia, and winning three out of the first four places. The character of the chariot race itself had changed. In Homer the heroes drove their own chariots, and by their own judgment, skill, and nerve helped to win the victory. At Olympia it was no longer the owner, but the paid charioteer, who drove: the owner paid and took the crown and glory, but it was the horses, the trainers, and the drivers that won the race. Plutarch tell us a delightful story of the Spartan king Agesilaus, whose sister Cynisca won the chariot race at Olympia. Finding that the Spartans were growing too fond of horses and of chariots, he himself persuaded his sister to enter for the chariot race. "This he did to show the Greeks that a victory of that kind did not depend on any extraordinary spirit or ability, but rather upon riches and expense." What a comment on much of our modern horse racing and yachting!

But, if the simpler sports ceased to be fashionable, they were as popular as ever, and the rewards for the victors, if less in point of honour, offered still greater attractions from a pecuniary point of view. In early days the Greeks were a nation of athletes; jumping, running, throwing the disc or the javelin, wrestling, and boxing were a part of their everyday life, and no special training was needed: a simple training diet of figs, cheese, and bread was prescribed, possibly with a view of putting all, rich and poor, on an equality. Unfortunately, as the competition increased, it was discovered that special excellence

* "Odes of Pindar." E. Myers.

in special events could be produced by special training; the runner or jumper might need activity, but the boxer and wrestler needed weight. So one Dromeus in the fifth century introduced a diet of meat. The strong man trained on quantities of meat naturally became heavy and coarse: his beauty was gone. We can trace the gradual change in sculpture and in painting from the graceful figures of the sixth and fifth centuries to the brutal repulsiveness of the Roman boxers in the baths of Caracalla, with their clumsy, over-developed bodies and small narrow heads. A Panathenaic vase in the British Museum, dated 336 B.C., is an interesting example of the transition. The work of Dromens was completed by one Stymphalus of Selymbria, a contemporary of Socrates, "who ruined athletics by introducing elaborate rules for eating, drinking, and exercise."* This was the real beginning of specialization and of professionalism, the curses of true athletics: specialization produces one-sided development; professionalism converts what should be a means of education and of recreation into an end in itself. Instead of fostering the spirit of sport, and furthering the physical education of a nation, such athletics tend to produce a class of professional athletes and a nation of spectators. This is the athleticism that Euripides satirized in Athens, as Mr. Kipling has done in England.

And with professionalism came other evils: the high spirit of honour was lost, and corruption began to appear. The Olympic games had existed for nearly four hundred years before Eupolus was fined for buying his victory in boxing. It is most curious to note how history repeats itself. The two forms of sport which were the first to be corrupted by professionalism in Greece were, as in England, boxing and wrestling. The healthiest and noblest of all sports while practised in the spirit of amateurism, by reason of the high code of honour which they demand, they are the most readily degraded when practised as a means of living. For years they were utterly discredited in England in consequence, and only of recent years have they begun to revive.

With professionalism, too, partly as cause, partly as effect, came a great increase in the number of athletic meetings and the value of the prizes. At Olympia the prize was never more than a crown of olive; but even there the victor reaped substantial rewards on his return home, and elsewhere the prizes were often extremely valuable, and sometimes in Ionia took the form of money. Pausanias tells us of an Alexandrian boxer who was fined for being late at Olympia; he excused himself on the ground that his ship had been detained by contrary winds. It was proved, however, by witnesses that he had really been collecting money at the games in Ionia. This was in the late days of Olympia; but pot-hunting must have been common long before this time; for the great boxer and pankratiast Theagenes is said to have won no less than fourteen hundred crowns.

Such is briefly the history of athleticism in Greece. I have tried to point out some of the parallels which it affords with the present state of athletics in England. No nation ever had a higher ideal of athletics than the Greeks; nowhere did athletics hold a higher place, connected as they were with the whole life of the nation—religion, politics, education, art—and serving not only to develop the individual, but as a bond of union between the scattered members of the Greek race throughout the whole world. But Greek athletics failed to save the nation; they failed from neglect of that principle of proportion and harmony that distinguishes all that is best in Greek literature and art; over-developed and over-specialized they became the monopoly of a class, and ceased to affect the life of the nation. The older sports, in which all competed in friendly and honourable rivalry, gave way to professional displays where an unathletic crowd could enjoy the excitement of the contest by proxy. Love of excitement took the place of love of sport, and the last stage was reached in the brutal exhibition of the Roman gladiatorial shows. What athletics did for the Greeks of the fifth century, what they have done for our own race, it is hard to over-estimate. But let us take to heart before it is too late the lessons of Greek history by keeping athletics in their true place, as a means, not as an end; let us play in order that we may live, not live in order that we may play; and let us remember, too, that it is better to play oneself than to watch others playing.

* Prof. Gardner, "New Chapters from Greek History."

REVIEWS AND MINOR NOTICES.

Thoughts on Education. Speeches and Sermons by MANDELL CREIGHTON, D.D., D.C.L., LL.D., &c., sometime Bishop of London. Edited by LOUISE CREIGHTON. (Longmans.)

We venture to predict that nothing done or written by Bishop Creighton will so endear his memory to the hearts of the general public as this volume of speeches and sermons, piously edited by his widow. The book is essentially a book of "thoughts." The several utterances—all good in themselves, while differing in tone and pitch, and scope and manner, according to the occasions on which they were delivered and the audiences to whom they were addressed—have the common mark that is given by convinced expression of thoughts brooded in the heart.

But, having said so much in warm praise of that side of the book which is fundamental and for all time, we must make haste to add that, as a guide to an educational policy to serve the complicated need of our own day, this volume of "Thoughts" is useless, and that to any who turn to it for immediate practical help it may prove not useless only, but mischievously misleading. All the best things that Dr. Creighton says about education are the thoughts of an idealist, not of a statesman. And, taken together, they betray the truth which he himself never fully realized, that he was at heart a sceptic as to all systems of State-controlled education. He believed in education. But the education he believed in was that which is given by the parent to the child, in the ideal home where only one opinion is heard, and that opinion has the sanctity of religious conviction and the authority of truth to support it. Such education—or training of the rising generation in the way of virtue, wisdom, and happiness—he cheerfully assumed to be the only cause worth the devotion, or even the continued existence, of middle-aged man or woman:

All of us who have once reached middle age know that the one thing we live for is the children, that we have discovered that we ourselves are not likely to do much good in the world, but that to give our minds to make the future better for those who come after us, to take out of their way some of the stumbling-blocks over which we have fallen, to see that they are better equipped for life than we were, is the greatest contribution that we can make to the future, and the best way in which we can make ourselves useful in the present.

But we must not imagine that, because we are middle-aged, and have had time to read many treatises on education in the abstract and to discover many faults in our own education in particular, we are qualified to direct the minds of the new generation of children from a vantage ground of superiority. On the contrary, we have to realize that the only education worthy to be called such is that which follows the "order of the child's mind," not "the order of the grown-up mind"; and, that if we would find out what this order of the child's mind is, we must "lay our mind alongside that of the child," and learn from the child how it understands, how it observes, what it requires to learn. But Dr. Creighton—

had lived long enough to know that no one with any conception of humility can claim to be able to follow that order [of a child's mind] completely, for this simple reason, that the more we see of a child's mind the more unfathomable becomes its mystery. The delicacy of its machinery, its potency for good, its splendid capacity for nobility and grandeur, make it a thing to be looked on with the deepest reverence.

And he showed his reverence for the mind of the child—and the mind of the man to which it is father—in nothing so much as in his repeated protests against that conception of education that lowers learning to the level of a commercial investment. The object of education is not to make a man succeed in life; it is rather to provide him with the means of consolation and happiness in the event of his not succeeding. This aspect of the matter is especially well dealt with in a speech given on a prize day at the Philological School in Marylebone Road in 1898:

I cannot say what is necessary to success in life. Sometimes things are required which are repugnant to one's better nature; and I, for one, do not feel interested in how people get on. I cannot tell you how to get on, nor even advise you to do so. I do not even think that education helps people to get on. I am sure that you will not get on without a certain amount of industry; but I cannot tell you what kind of education will ensure success. The education you get at school will not qualify you for it. You come to school to learn, not how to get on in life afterwards, but how to spend the leisure moments when you are not occupied in trying to get on.

Even technical education is to be approached in this liberal spirit. Technical education probably will help a man to get on in the world. But that is not the ground upon which we are to recommend it to him. We must take advantage of the fact that he is engaged in a particular kind of work, and, by being so engaged, more or less awakened to curiosity respecting the things touching his work. And, by that curiosity—and the observation ready to minister to it—we must catch him for the technical school, saying to him :

You are engaged in such and such work ; we want to explain to you fully the meaning of what you are doing ; we want to make you understand something about science and art through the material with which you have to deal ; to reveal to you the laws under which your work has to be carried on ; to put you in the way of understanding what at present you are only doing mechanically.

In this way may men be drawn to value knowledge for its own sake, or, in other words, because it makes life a more beautiful, a more intelligible thing to them.

Who that is not hopelessly sunk in commercial materialism will say that this is not the truer and deeper, as well as the nobler and more humane, way of considering the technical school? Yet who that has experience of the world of actual men and things will dare to hope that a Government scheme for technical education appealing only to the high motives recognized by Dr. Creighton will either get the support of the majority of ratepayers, or commend itself to the majority of parents struggling for daily bread for themselves and their children? If public education could be worked without funds and in regardlessness of votes, we should not hesitate to declare ourselves entirely on the side of the Bishop—so obviously also the side of the angels. We should even go with him upon the religious question, for in the same Utopia where the sons of tradesmen and day labourers thought nothing of worldly success there would surely be but one religion, and that so true and so simple that its incontrovertible dogmas would be the first things grown people would think of teaching their children, and men would know instinctively that the only way to communicate them in unadulterated and uncorrupted purity is by the magnetic influence of personal conviction expressed in the object lesson of perfect example. In that Utopia we should have no difficulty in accepting such a passage as that in chapter ii., where Dr. Creighton answers the "plain man's" protest against denominational teaching for children :

One argument which is used by the plain man, who is always with us, is : "Why perplex children's minds by teaching them what is denominational?" That seems a plausible argument. But is a child's mind perplexed by being taught something that is definite, rather than something that is vague? Take the child of religious parents who belong to some religious body. That religious body has certain definite principles. The father understands the connexion between his soul and God. The child is not allowed to be taught anything of the sort ; hence he does not learn to understand the religion of his parents. He is taught religion in the abstract, as though it were astronomy or some other science he were learning. A child is just the creature who ought to be taught the most dogmatic religion possible."

When he spoke those words, Dr. Creighton was clearly not thinking of Acts of Parliament and their hard and fast clauses, or of the problem of national education as it affects the children gathered in elementary schools. He was expressing his individual feeling and experience as a father "understanding the connexion between his own soul and God," and deeply conscious that the only vital religious example he was able to give to his own children was that of personal example, supplemented by such short and simple statements of the elementary truths he lived by, as English gentlemen are wont to use when compelled to break the reserve so much more natural to them than any kind of speech. In Utopia the child of the denominational parent will also be the child of the parent who understands the connexion between his soul and his God. And that will make a great difference. In the educational arena of twentieth-century England the child of the parent who wants "denominational" teaching is, nine times out of ten, the child of a parent who understands nothing of the relation of his soul to God. The same applies, in nine cases out of ten, to the child whose parent demands "undenominational" teaching. And the State is expected to provide for religious teaching in public schools under conditions in which it would be impossible to teach religion privately in homes—the condition of no vital

faith in the parents and no agreement as to the significance and value of the doctrine taught. In these circumstances the most practical as well as the most reverent policy is that which obliges the teacher to give in school as little direct religious instruction as possible, and advises him to avoid, to the best of his ability, those set phrases about sacred mysteries that the "plain man" has in mind when he protests against "dogmatic," "doctrinal," and "denominational" teaching.

But, as we said before, Dr. Creighton was, without knowing it, a sceptic as to public education, and was therefore liable to make grave mistakes when he wrote definite prescriptions for its guidance. From the paradoxes about children and dogma we turn gladly to another utterance bearing not less closely upon the question of religious education in schools, with which we are in thorough agreement :

If I were to choose between two systems of education, in one of which purely secular teaching was to be given by a religious man and in the other religious teaching by a secular man, I have no hesitation in saying which I would choose in the interest of religion as well as of education. I would rather have the religious-minded teacher, though the subjects he taught were secular, because I know that the devotion of his heart would penetrate whatever he did, and perchance the fire that was in him might fall on those with whom he came in contact, and kindle a corresponding flame in their hearts.

It may be objected against this volume that, of the best things said in it, none are new. That is true. But then, so are the sayings. They are truths of the heart, first principles of life, commonplaces of real experience. And these are just the things that cannot be said too often, provided they are well said. And they are never better said than by men like the late Bishop of London, who carried his heart not at all on his sleeve, but in the folds of the scholar's gown and under the habit of the world.

The Letters of the Earl of Chesterfield to his Son. Edited, with an Introduction, by CHARLES STRACHEY, and with Notes by ANNETTE CALTHROP. Two vols. (Methuen.)

"A new edition of Lord Chesterfield's 'Letters to his Son,' not only justifies, but requires, an introduction," says Mr. Charles Strachey at the beginning of the biographical chapter with which he actually introduces the new edition of the famous "Letters" to a generation of which the major part has hitherto only known of them by traditional hearsay. It is quite true that the book requires an introduction ; but we question whether Mr. Strachey has written the right one. He makes the apology of Lord Chesterfield, which comes too late to be of material consequence ; and what the world wants is the apology of the "Letters," and an apology that shall be not only an explanation of the element that shocks the better sense of every reader in whom convention has not finally quenched the spirit of righteousness, but a justification of the book's continuance upon our shelves as a classic. For such continuance there is, in the facts of life, an ample justification. The letters of Lord Chesterfield to his natural son rank high among the indirect testimonies of literature to a principle deeper than convention making or niarring the intentions of men and books. Mr. Strachey cites, of course, the succinct judgment of Dr. Johnson pronounced upon the "Letters" at their first publication—a book that teaches "the morals of a whore and the manners of a dancing-master"—and also, of course, the later revised judgment of Johnson. "Lord Chesterfield's Letters to his Son," Johnson said in 1776, "I think might be made a very pretty book. Take out the immorality, and it should be put in the hands of every young gentleman." Mr. Strachey reminds us, further, how "on another occasion Boswell relates that he 'surprised the company by this sentence : 'Every man would rather be called a rascal than accused of deficiency in the graces.'—a sentiment . . . which leads us to suppose that he [Johnson] had read the letters to some purpose." If "by some purpose," as we cannot help suspecting, Mr. Strachey means to imply that Johnson had been convinced by the "Chesterfield Letters" that their author's conception of the relative importance of morals and manners was a sound one, we can only record our flat disagreement with the inference. Obviously what the "Letters" did for Johnson was to "find out," in his stout heart, the weak point of respect for appearances, and sensitiveness to the social contempt even of the unworthy. And half the justification for the republication of

these "Letters" and their reintroduction to society is precisely this power that they have of piercing the joints of every man's harness, and convicting him of having that at the bottom of his soul which makes him at least a potential snob; though, to his habitual consciousness and in the eye of the world, he may wear the aspect of a Timon or an Alceste. The "Chesterfield Letters" are the work of a man who knew men as thoroughly as it is possible to know them, if we bring to our study of human nature and our judgment of human conduct no higher test or ideal than the standard of the world. They were written with a view to preparing a boy for a profession in which the act of trading upon the weaknesses of men and women is of the utmost utility; and the first and most obvious justification of the "Chesterfield Letters" is simply that they make the best text-book the world has ever seen of manners considered technically as a definite means to the definite end of using other people for our own or our country's purposes. One realizes this with pathetic irony when one watches the effect the book produces upon that curious class of amiable people who unconsciously combine the service of God with the worship of Mammon. The excellence of all the advice it gives, the seriousness with which it treats the *minutiae* of behaviour afford these good people a rare and exquisite pleasure, of which they are slow to suspect the cause—the cause being simply that Lord Chesterfield puts into plain words the secret convictions which have been so far a faith unconfessed even to themselves. But, if it only gave an illicit joy to self-deluded simpletons, or a new taste in irony to cynical students of mankind, the book would only be half-justified, and that is as much as to say that it would not be worth reproducing in new editions and preserving as a classic. The "Chesterfield Letters" do much more than this. They not only show up individual men and women, but they show up a corrupt convention which dominated society and literature, openly in the eighteenth century, and covertly in the nineteenth. That convention may be generally expressed as the pretension to accept the Divine authority of the moral and spiritual teaching of Christ, and, at the same time, respect and systematize a code of conduct and a scheme of life more completely opposed to the spirit of Christ than an act of stealing is to the commandment that forbids stealing. A criminal act may be only a lapse, leaving room for repentance and amendment; the corrupt convention is a deliberate pact with evil.

Mr. Strachey's defence of Lord Chesterfield is good. He shows very plainly how, according to the standard of his day and his world, he was not less, but more, honourable than the majority of his fellows; how, though he taught the art of time-serving, he was himself by nature too little of a time-server to keep the royal favour; how he dealt affectionately, kindly, liberally with his illegitimate son and with the boy's mother, and afterwards with the wife and the children of the son, who had concealed their existence from him. Mr. Strachey does justice to the father and to the son. Lord Chesterfield insisted over-much upon the "graces"—not because his own taste and character tended towards exclusive appreciation of them, but because he was by nature inclined to neglect the amenities of life; and Philip Stanhope failed to realize his father's ideal for him as an accomplished man of the world—not on account of any ingrained boorishness, but because he was more like his father than open to his father's teaching. He was too honest a man to be made into a perfect man of the world. All this is sound; yet one feels that Mr. Strachey has missed the mark in regard to the book and its final worth. He says well: "If any one should attempt to follow Johnson's advice, and to take out the immorality from these letters, I venture to say that he would be surprised both at the difficulty and the easiness of the task."

That is true. It would be very easy so to weed the "Chesterfield Letters" that they should become a perfect guide to the external behaviour of a gentleman, innocent equally of immorality and morality. But in doing so we should get rid of all the character and significance of the book, as well as of more than half its matter. But Mr. Strachey's next utterance will hardly stand examination:

It would be difficult to find the immorality, and easy to remove it when found. In spite of all that has been said to the contrary; in spite of the bad poetry of Cowper and the monstrous unfairness of Dickens, who, in the person of one of his characters, found some "captivating hypocrisy" or some "superlative piece of selfishness" in every page—in spite of the early Victorian prudery which impelled Lord

Mahon to pen the pompous period printed below, I maintain that all the advice contained in the Letters, which any unprejudiced unpriggish person might reasonably call immoral, could easily be contained in a very few lines of this large book; and, speaking for myself, I should call such advice *naughty* rather than *immoral*.

The practical advice that Lord Chesterfield gave his son at the moment when he was to enter society was—as all the world knows—that which has since been the stereotyped maxim of the manners which, in literature, we call "French"; the advice Tolstoy bitterly remembers as that of the aunt—herself a good woman—who brought him up: "If you want to learn good manners and get on in the world, establish an intrigue with a married woman in good society." And the whole edifice of the social education of the youth rests upon this basis of inculcated adultery. It is obvious that Lord Chesterfield gave the advice in good faith. He wished his son to do what he had *not* done—his own *liaison* was with a lady too obscure to help him on in the world. But then his position was established, and he could afford to be "lax." Laxity was not to be permitted to Philip Stanhope, who had to justify his right to exist. And that which makes this book of the "Chesterfield Letters" so remarkable, so unique, is that from first to last there is no hint anywhere that the writer doubted the moral soundness of his teaching. It not only represents a corrupt convention, but it represents it at that stage of corruption when self-consciousness has ceased to exist. In other words, it is the perfect expression of a society stirred by no breath of the spirit of religion, though still loosely attached to its forms. And the book is not only a monument of this corrupt state of things, but it is a monument of the futility of the standards appertaining to it. The "Chesterfield Letters" failed. Philip Stanhope disappointed his father. And, after all, though the book lives and must live as a classic on our shelves, Lord Mahon was absolutely right when he wrote:

Only those persons whose principles are fixed, and whose understandings are matured, will be able to read them [the Letters] with advantage—to cull their good from their evil, to profit by their knowledge and their experience, without the danger of imbibing their laxity of morals—to such persons only does the editor commend them.

For the books that are "classics"—from the Bible downwards—are always books which none can read safely without guidance, save those who have been made wise either by the experience of life or the illumination of genius. Those who are the schoolmasters of the world read them perforce, and find in them the lessons they must impress on the conscience of the many. And the great lesson the instructor may learn in the "Letters" of Lord Chesterfield is the everlasting truth that education always misses its mark when it aims below the highest. A sexual morality and a scheme of manners beginning with licensed adultery is bad enough among pagans and savages, but among people who give a legal endorsement to the Seventh Commandment it is a monstrosity that can only be tolerated while it is concealed in the secret places of corrupt minds. Lord Chesterfield, in perfect good faith, played the *enfant terrible* to his world, and gave its secret away in a series of letters that will never be forgotten. It is well that we have a new edition of them. But it is to be regretted that the introduction does not strike a truer note.

History of Intellectual Development: on the Lines of Modern Evolution. By JOHN BEATTIE CROZIER. Vol. III.: *Political, Educational, Social, including an attempted Reconstruction of the Politics of England, France, and America for the Twentieth Century.* (Price 10s. 6d. Longmans.)

We regret to learn that Dr. Crozier has felt it necessary to issue his third volume before the second, by reason of unsatisfactory eyesight, which delays the researches on which the second is based. In the present volume he seeks to "determine to what extent, if any, a knowledge of the Evolution of Civilization in general, and especially of its main trend and tendency, can be of service to the Practical Statesman of To-day." We must say at once that we find the discussion disappointing. Dr. Crozier warns us against the illusions of history and of the present, examines certain political and economic ideals, takes to task the practical statesman, and reviews certain aspects of practical politics, all under the general heading of "The Nineteenth Century"; and this occupies the first half of the volume. The large view he takes of the

trend of forces makes it well worth while to read so far—or, at any rate, six or seven of the nine chapters. Even well read men will be all the better for being reminded of the wisdom of keeping an eye on the leading courses of the movement of civilization, and of discriminating between essentials and accidents, means and ends. But we cannot hope that any really fresh or definite practical principle will reward their study, to say nothing of a specific scientific armament for future political warfare. Dr. Crozier urgently deprecates the mistaking of theories and doctrines—liberty, equality, and fraternity; universal suffrage, *laissez-faire*, &c.—for ends, instead of means. Technically, he is right; practically, what does it matter? At any rate, it does not matter until definite cases of mischief arise, and such cases he does not specify convincingly. We are all aware of the drawbacks of a widely extended suffrage, for example; but, after all, who shall say how much better it would have been to have drawn the line elsewhere, or that, in point of fact, that could have been done? We do not think that Dr. Crozier has sketched the Marxian socialism in terms that are quite fair to Marx, though his conclusion as to its wrong-headedness is sound. The one tangible point seems to be that practical statesmen should study history and civilization at large, and follow the teachings derivable therefrom. Certainly; and then what are they to do with the constituencies behind them and the Opposition in front of them? Dr. Crozier writes with a free flow of language, but he too often obscures his argument with comparisons, loading clause upon clause, and with quite intolerable “reverberations and repetitions.”

As Dr. Crozier himself has remarked upon illustrations of the extraordinary falsification of political prophecies, it argues no little confidence in his own grasp of the tendencies of civilization that he proceeds in the latter half of the volume “to outline a rough scheme of practical policy for the Twentieth Century or some part of it in England, France, and America respectively.” “Or some part of it”—there is a mark of saving grace in the limitation. In this speculation he applies four “general rules of Practical Statesmanship drawn from the Evolution of Civilization.” These are: (1) “the preservation of the organic type of any given historic society or people”; (2) “the reforming of that society and securing its progress, not by abstract ideals imposed on it in full panoply from without, as in the French Revolution, but by modification of its existing institutions in the direction of the ideal, by gradual increments and stages”; (3) “the keeping society all of a piece, as it were, and without deep gaps and trenches made in its ranks by caste, monopoly, and other causes, a free passage being secured everywhere, and for all”; and (4) “the concentration of attention primarily on those material, social, and industrial conditions which keep open these rents and divisions, rather than on the people who profit or suffer by them.” We confess we see nothing new here, and should be much surprised to learn that any practical statesman in this country for many a day past did not bear every one of these rules consciously in mind. The results may now and again have broken a rule, but that is a very different matter, and the causes are to be reckoned with in a much more specific fashion than Dr. Crozier, so far as we see, has done.

The reconstruction of English politics is the main interest for us. Here Dr. Crozier does good service at many points, by insisting on various principles that are apt to be overlooked or allowed to fall into a position of secondary or contingent consideration. Thus he emphasizes the supreme importance of utilizing our national stock of intellect, instead of buying intellect in other markets. Why should it have to be said, with so much truth, that “Germany and France and other Continental nations supply England with nearly all the new departures that have to be made in science and philosophy, in medicine, in scholarship and the higher criticism, in the art of war, in new chemical and industrial processes, and in the enlargements of the scope of music and of art”; that “from America, again, she imports new mechanical processes and inventions, new methods of industrial organization, and new applications of the mechanical arts to the comforts and conveniences of life, and so on”; that “nowhere, perhaps, in the world in a nation so advanced is interest in any new intellectual production, for its own sake, whether in thought, literature, politics, art, industry, or political economy, more cold and dead”; that, “as for the endowment of scientific research, on which the future of all industries whatever waits and depends,

there is not in England, alone in Europe (with a single insignificant exception), a penny in the Treasury for any such purpose—not if all the Faradays, the Davys, the Darwins, the Kelvins, and the Marconis of the world were blocked and reduced to impotence for the want of it”? Sometimes, naturally, Dr. Crozier makes a false step, from lack of special knowledge. “As the character of judges for incorruptibility is so much more important than the extent of their merely legal knowledge and acquirements, and as that character has never been gainsaid,” he remarks, “neither the profession nor the public can be said to suffer much from the anomalous methods employed in their appointment.” This is scarcely consonant with his ardent advocacy of the importance of intellect and of an open career; and surely character in this case might be taken as of course, and some adequate aptitude set down as a necessary equipment. The “anomalous methods” have become within easy memory a serious consideration, both juristically and practically. Dr. Crozier’s new “Political Bible,” “the true Bible of the nations”—a somewhat repellent nomenclature—would be the leading principles derivable from the evolution of civilization; but these principles he leaves in a vague fluidity of suggestion. How is this Bible—this political substitute for the Old Testament—the New Testament remaining in force for “individual ethics”—to get itself accredited? “By persuasion alone, by the free judgment of all those engaged in the formation of Public Opinion.” Then the educational hierarchy is to be improved, especially by more intermediate schools, and to be directed by experts in the evolution of civilization. Well, it is time this Bible were written, chapter and verse; but, if it really be the case that all our great historians, philosophers, statesmen, ecclesiastics, and everybody else, except Dr. Crozier, have failed to perceive the true teachings of civilization, the cure seems rather dim and distant. The volume, then, is a rousing personal speculation, supported by reference to principles that are believed by the author to lie in the true view of the evolution of civilization, but hitherto to have been discerned and acted on by nobody else, or by nobody else in any effective degree or form. Whether the second volume will provide an adequate tangible basis remains to be seen. Meantime Dr. Crozier appears to have erected some imposing castles in the air. Yet his speculations are well worth reading, for ideals do not always need the support of detailed facts; and he certainly offers many elevated suggestions that may not only take the popular fancy, but find a basis in the historical and political studies of some of the elect.

“Story of the Nations.”—*Wales*. By OWEN M. EDWARDS.
(T. Fisher Unwin.)

There is undoubtedly an educational renaissance in Wales. It is little wonder, therefore, that there is an earnest demand by some of those interested in Welsh education that in the Welsh schools there should be taught the general course of Welsh history. But the fact is that until lately there were not any text-books on the subject. Every one has been looking forward eagerly to the publication of researches on the subject by Welsh scholars. To no writer have the Welsh people more hopefully turned in expectation than to Mr. Owen M. Edwards. Of these hopes the book before us is a full justification. It may justly be said that no previous writer has brought such a rich sympathy combined with such careful study to the distinctly difficult task of the presentation of the main facts of Welsh history. That much remains to be done Mr. Edwards would be the first to admit. But at any rate, we now have before us the outlines of the subject clearly and graphically sketched. There is a grip of the subject which makes us realize how great a margin of knowledge is behind the book, and a sense of proportion which makes us feel that not only is the writer a Welshman, but also an historian.

Mr. Edwards begins by the presentation of Wales as a land of mountains. “Its mountains explain its isolation and its love of independence; they explain its internal divisions; they have determined, throughout its history, what the direction and method of its progress were to be.” This is the keynote of the work. The Roman influence and the persistence of Roman ideals are traced in the romances of Arthur. A sketch of the Welsh kings (681–1063) is given, and the effect of the Norman Conquest of England on Wales is described. Then follows the wars of Griffith ap Conan and Owen Gwynedd (in the twelfth century). Mr. Edwards then epitomizes the description of Wales from Geraldus Cambrensis, and proceeds to a striking

and highly interesting account of Llywelyn the Great (1194-1240). The story of the literary awakening of the second half of the fourteenth century is all too short. We get on to the more familiar ground of Owen Glendower and the Mortimers and Tudors; then we come to the Act of Union of 1535 and the establishment of the Court of Wales, and afterwards of the Great Sessions. Short, but important, sketches are given of the unwelcome Reformation (1535-1588) and the "blind loyalty" of Wales to the Stuarts. The attitude of Wales to Puritanism is well brought out, and the literary and social significance of Ellis Wynn's "Visions of the Sleeping Bard" (1703) and Theophilus Evans's "Mirror of the First Ages" (1716) is incisively shown.

Perhaps the portion of the book which will especially attract the educationist is that which deals with what Mr. Edwards calls "The Awakening" (1730-1832). This connects itself with the rise of the circulating schools in the early part of the eighteenth century—a movement due to Griffith Jones of Llanddowror. The "Awakening" is then traced through the "trumpet voice" of Howel Harris, the development of the hymn, through the Sunday school, through Goronwy Owen, and through the Eisteddfod. Finally, we have the industrial revolution and the new demand for higher education.

There is no need to recommend Mr. Edwards's book to the Welsh. Already the book has been read eagerly. But one word may be said further. The story of Wales should be read widely by English people. No one can rise from the reading of Mr. Edwards's book without feeling a deeper and more intelligent interest and sympathy with the struggles through which the Welsh have gone, and an admiration for their latter-day educational aspirations and achievements.

Chr. Fr. Grieb's Dictionary of the English and German Languages. Tenth edition, rearranged, revised, and enlarged by ARNOLD SCHRÖER, Ph.D. (Stuttgart: Paul Neff; London: Henry Frowde.)

The ninth edition of "Grieb's Dictionary" appeared in 1895. The English-German volume contained 1,140 pages, printed from stereotype plates which showed many signs of wear. The publishers commissioned Dr. Schröer, Professor of English Philology in the University of Freiburg i.B., to rearrange and revise the dictionary; and the first volume (English-German) now lies before us, a volume of 1,356 pages, admirably printed on good paper, serviceably bound, and issued at a price which brings it well within the reach of all teachers. Prof. Schröer has brought to his task exceptional qualifications and the earnest desire to produce a work which should be at once scientific and practical. He tells us that he has devoted to it *die besten Lebensjahre*; and his labours have not been in vain, for his venture is crowned with success. We do not hesitate to regard this as the best of handy English-German dictionaries, whichever feature of the work we consider.

To the pronunciation great care has been given; the awkward system of representing sounds to be found in the older "Grieb" has been discarded; in its place we have a phonetic alphabet which may be called a modification of the well known AF alphabet. The difficult question as to what is to be recommended as standard English is ably discussed in the introduction. With some of the statements about matters of detail we are inclined to disagree. Thus, in the speech of educated Londoners, the *e* in *bed* is not as open as in German *Bett*, the *o* in *stone* is not open, the vowel in *fool* is not identical with that in *Uhr*. But, on the whole, the description of English speech-sounds is very good.

The etymology of words is briefly indicated. Full use has been made of all available authorities; as far as we have tested it the book is trustworthy in this respect. No two compilers would proceed in the same manner in the selection of words. Prof. Schröer, of course, ignores the older periods of the language, Spenser being the most archaic writer included. Considerable space has been given to technical terms. Prof. Schröer gracefully acknowledges the great help which he has derived in this department from Muret's fine dictionary.

We have noted some omissions; for instance: "galley-slip," "to machine," "grotesque type" ("clarendon" is not properly explained), "process block," "half-tone block," "collotype," "half-timbered," "Sheraton" (Chippendale furniture is described as *leicht und elegant*!). The motor car and the free wheel

are probably too recent to be included; but pyjamas and the cummerbund have been with us some time. Perhaps the department least satisfactorily represented is modern slang; some may consider this an advantage. It is not at all clear what principle of selection was adopted with regard to these words. *Cracked* is given, but neither *dotty* nor *balmy*; *kicksies*, but neither *pearlies* nor *cady*; the *masher*, but not the *bounder*; *junk*, but not the *needle*; the *blues*, but not the *hump*. As a general rule, however, all words and phrases to be met with in good conversation and literature will be found here, with trustworthy German renderings. The arrangement of the various meanings of an English word is instructive, in many cases a lesson in what we are beginning to call semasiology. The improvement on the old "Grieb" is very marked. Prof. Schröer and his publishers deserve grateful recognition for producing this excellent book. We look forward with pleasure to the appearance of the second volume.

The Odes of Horace. Edited by STEPHEN GWYNN. With forty-eight illustrations. (Price 5s. Blackie.)

The illustrations, which are the distinguishing mark of this edition, vary in merit. The full-page ones (in particular the frontispiece, Hermes, Orpheus, and Eurydice of the Naples Museum) are excellent; the reproductions of statues and busts are poor. Mr. Gwynn contributes a graceful introduction on the genius of Horace, but he has no pretensions to be a critical editor. Thus he takes the old Oxford Pocket Text with all its faults of spelling. The notes are mainly construes, some extending over a dozen lines, and the real *crucies* are not seriously dealt with. Thus the very difficult stanza beginning "Immunis aram" is construed without a word of comment: "Si non periret immiserabilis" is left without a note. Sometimes the note, when there is one, does not agree with the construe: "mirum quod foret omnibus" is translated "that it might be a miracle," and *quod* is parsed as a consecutive relative; "reparavit oras" is translated "sought in exchange," and annotated "gained in exchange." In III. i., 9, "est ut viro vir" is not "it is a fact that," but "it may be that." In IV. iii., "O Melpomene, the man whom at his birth hour you shall once for all have beheld with gentle ray" is a schoolboy construe, or misconstrue, instead of "on whose cradle thou hast cast but one gracious glance." In the same ode, "O (*tu quæ*) donatura (*sis*) . . . si libeat" is a false construction interpolated by the editor. The appendices on metre are likewise perfunctory. The scheme of the Sapphic is given thus:

— — — — — || — — — — — || — — — — — ||

while for the Alcaic the possibility of an initial short syllable in the first three lines is not recognized.

"Blackwoods' English Classics."—(1) *Lamb, Select Essays.* Edited by AGNES WILSON. (7 × 4½ in., pp. xxxviii., 268, with portrait; price 2s. 6d.) (2) *Scott, Marmion.* Edited by ALEXANDER MACKIE, M.A. (Same size, pp. xxv., 276, with portrait; price 1s. 6d.) (3) *Pope, Rape of the Lock and other Poems.* Edited by GEORGE SOUTAR, M.A., Litt.D. (Same size, pp. liii., 240, with portrait; price 2s. 6d.) (4) *Hazlitt, Essays on Poetry.* Edited by D. NICHOL SMITH, M.A. (Same size, pp. xliii., 250, with portrait; price 2s. 6d.) (5) *Milton, Samson Agonistes.* Edited by E. H. BLAKENEY, M.A. (Same size, pp. xxxiv., 129, with portrait; price 2s. 6d.)

Most of our readers must be already well acquainted with the general excellence of this series. The volumes are carefully edited, well printed, and neatly bound. The introductions and notes are well informed, and diligently kept within the bounds of moderation. Taken as a whole, the series deserves to rank amongst the best of its kind at present being produced.

(1) Miss Wilson provides a simple, sympathetic, and sufficient introduction to the twenty-one essays which the volume contains. The essays themselves are well chosen, and the notes supplied are brief, well informed, and to the point. The only place where we find ourselves differing from the editor is where she styles Lamb's "Specimens of English Dramatic Poets who lived about the time of Shakespeare" a masterpiece of selection and annotation. It is a singularly interesting volume in the light it throws on what Lamb liked and thought; but it is not to our mind a masterpiece. This, however, is a matter of personal opinion. Miss Wilson's edition is in every sense a satisfactory one.

(2) Mr. Mackie's introduction is businesslike, and briefly touches on all the necessary points. The material of the notes was largely supplied by Scott himself, but Mr. Mackie has reduced these notes to reasonable limits, and supplemented them where necessary. They are not unduly numerous, nor do they contain any gratuitous learnedness. The result is a thoroughly serviceable edition.

(3) The "other poems" are the "Essay on Criticism," the "Essay on Man," the "Epistle to Dr. Arbuthnot," and the "Epistle to Augustus." Dr. Soutar supplies a short but well written and interesting introduction, dealing with Pope's literary life and the topics which

arise out of it, and in particular with the poems in the volume. His judgments are moderate and well expressed, and both the praise and the blame are fair and reasonable. His criticisms also are sound and satisfactory. The notes are well informed, sufficiently full, and not unnecessarily numerous; they explain clearly all that needs explanation, and supply all the references required. A short appendix on Pope's rhymes is added—interesting, very much to the point, and useful. The edition is a good one.

(4) We must confess that we are not amongst the ardent admirers of Hazlitt. Though his criticisms are frequently acute and sound, he does not seem to us to always write with his eye on the object or with sufficient information; he is prejudiced and at times bitter. At his best his style seems to us only a superior kind of journalesque. This may be prejudice on our part, but to our mind Mr. Nichol Smith's estimate of Hazlitt in his introduction is unduly high, well informed as that introduction otherwise is. Hazlitt had a vicious habit of loading his pages with quotations and references—the former being frequently inaccurate. Mr. Nichol Smith has traced most of the quotations to their sources, and corrected them where necessary—a work of considerable labour—and only a few are left unexplained. The same is true of the references. The volume gives ample evidence of careful editing.

(5) Mr. Blakeney gives us in his introduction a short account of Milton's life, and a few simple statements about "Samson Agonistes," short and to the point. Nor are the notes unduly long or unduly numerous; they supply all the help that the young student really needs. Mr. Blakeney acknowledges his indebtedness to other editors, and modestly makes no claim to originality for his edition. It is true that there is little room for originality with regard to a poem which has been so often and so fully edited; nevertheless, the work of selecting his material, and the form which he gives it in his notes, are Mr. Blakeney's own, and most satisfactorily has he performed his task. He has given us a very acceptable edition, and one far more suitable to the young student than some of its more elaborate predecessors.

Doña Perfecta. By B. PÉREZ GALDÓS. Edited by A. R. MARSH. (Price 4s. 6d. Ginn & Co.)

The editor's ably written historical sketch of the Spanish novel, though necessarily brief, leads up in a natural manner to the writings of Pérez Galdós, the celebrated Spanish author. In order to read "Doña Perfecta" intelligently, some acquaintance with the conditions under which it was written is essential. The dominating influences at work in the mind of the author, the general idea of the story, the particular stage of the author's literary career at which the work was produced—these are to a novel like "Doña Perfecta" what the setting is to a jewel. Knowing this, the editor has taken great care (in his introduction) to make these points quite clear to the reader. It is, we think, a mistake to tell of the "annihilation" of Pepe Rey in the introduction (page xi.), as it will tend to lessen the interest in the story. In "Doña Perfecta" "the new and the old are brought face to face." A population eaten up with self-satisfaction and conceit born of the grossest ignorance; murder committed at the command of a woman who, whilst exacting slavish obedience from her half-savage dependants, is yet the tool of a designing priest; intolerance, superstition, hypocrisy, cathedral dignitaries who call intelligent criticism "atheism," and who foster revolution—all these, the author tells us, existed (are they still to be found?) in Spain but a few years ago side by side with modern education, manly independence of thought, and scientific research. Feudalism, gross ignorance, and savagery co-existing with popular representation, general education, and *telegraph*! An almost inconceivable state of things. This novel forms part of Messrs. Ginn & Co.'s "International Modern Language Series." This means (as most of our readers now know) that the text is accurate, the type bold and clear, the paper good, the binding neat and strong, and the notes all that can be desired. Readers are fortunate in being able to procure such a really first-class edition of a first-class modern Spanish novel.

L. Moratin's El Sí de las Niñas. Edited by Dr. J. D. M. FORD. (Price 2s. 6d. Ginn & Co.)

There can be no doubt that the publishers have shown sound judgment in selecting this comedy of Moratin's to form part of their excellent "International Modern Language Series." D. Vicente Salva strongly recommended all who wished to learn "good Castilian" to read Leandro Moratin. The same writer said that Moratin's works possessed "regularidad y buen dialogo," and proclaimed them "modelos de lenguaje correcto y de otras infinitas bellezas." Dr. Ford, in his admirably written introduction, rightly calls "El Sí de las Niñas" a "masterpiece." When it was first produced in Madrid in 1806 it was most favourably received; performances were given in the provinces, and there was such a demand for the book that four editions were printed in Madrid in one year. Andres Prieto made his first appearance on the Madrid stage in "El Sí de las Niñas," creating a favourable impression in the part of Don Diego. Extracts from this comedy are to be found in most books of "Selections," whilst quotations are met with everywhere, even in the "Reading Books" of Mantilla and others, so that the student will, in reading this work, come across many old friends. On his introduction the editor traces the growth of the drama in Spain,

and gives a sketch of the author's life and works. The notes at the end will be of real service to the student. This edition of Moratin's masterpiece cannot fail to please all who are interested in Spanish literature.

Buller's Campaign with the Natal Field Force of 1900. By E. BLAKE KNOX. (Price 10s. 6d. net. Johnson.)

This is a very creditable piece of work by a young Army doctor. The general outline of the operations is taken from the published dispatches, but the author is able to supply a good deal of interesting detail from his personal experience. He was on Spion Kop when the fighting began; was temporarily made a prisoner next day, while attending to the wounded, and discussed the action with the Boers; was in the forefront of the fighting round Petershill, which led to the relief of Ladysmith, and was himself slightly wounded. He accompanied the Natal force across the Drakensberg and on to Lydenburg. He wisely abstains from criticism, and tells his tale simply without much striving after pictorial effect. In an appendix he adds a good note on the medical aspect of the campaign.

"Murray's Home and School Library."—*Introduction to Poetry.* By LAURIE MAGNUS. (Price 2s.)

The object of this book is "to convey the elements of taste and judgment in poetry by the natural or direct method of literature-teaching." We may fairly ask how a Poetics, be it never so simple and lucid, can lend itself to the direct method. The direct method of instilling a love and appreciation of poetry is surely to make the pupil read poetry that is at once good in itself and suitable to his age and temperament. The part of the teacher is to guide him in his choice, and he can do something more. If he loves the poetry himself, he can in more ways than one show the pupil that he loves it, and such love is infectious. There comes a later stage when it is possible to analyze poetry, and, to a limited extent, to point out the elements of beauty and pathos. It is at this stage, we take it, that Mr. Magnus intends to take his pupil, and he has much that is sound, if it is not strikingly original, to say about poetic expression and poetic truth, but it is no more the direct method than an essay of Ste. Beuve's. The volume is, in fact, a pleasant *causerie*, chats on philology and metrics, appreciations of Robert Browning and Stephen Phillips, and excursions on the meaning of *pietas* and Aristotle's *kathaparis*. The book provokes dissent, and this is a point in its favour: it will make the student think. We have not space to discuss any of Mr. Magnus' literary judgments, but we should like to break a lance over his classification by poetical merit of words (page 17). Why should *ambient* be barred as "a proud, stilted, white-fingered, mincing word"? Are Milton's "ambient light" and M. Arnold's "circumambient gloom" blots? "*Ambidextrous* cannot offer any good testimonials." Is not "these ambidexter Gibeonites" good mintage? "*Amble* has never shown any desire to go out of its own province." What of Crabbe's "their wanton ambling and their watchful wiles"? Words are ciphers, and their value varies infinitely with their collocation. What would Mr. Magnus say to "button," "dodge" "mixin"; yet each has been sublimed by a great poet.

Experimental Chemistry. By L. C. NEWELL. (Heath & Co.)

The method of instruction adopted in this book is based upon short descriptive paragraphs, interspersed with directions relating to experimental work to be carried out by the student himself. Appended to each section are questions, or suggestions, which are intended to arouse a spirit of deeper inquiry than can be satisfied by reference to this book alone. The general idea and arrangement are good, and the printing and illustrations are excellent. Nevertheless a large amount of space is filled with wearisome description of practical details which an experienced teacher would dispose of much more effectively by a few minutes' oral instruction. If the book is intended for the use of students who are quite ignorant of chemical manipulation, and have no instructor, then these *minutiae* are useful; but otherwise they are best omitted. The definitions of "acid" and "base" on page 128 might be improved, and surely it is not true to say that "bases, as a rule, turn red litmus paper blue." Again, on page 119, we find the serious misstatement that "hydroxides are usually called alkalies, and their chemical action is called alkaline." On attempting the experiment described on page 117 the student will soon discover that "*any* metal" will *not* react with dilute acids in the same manner as zinc. There is a suspicion on page 303 that the inactivity of aluminium towards dilute sulphuric acid has been overlooked by the author. The volume concludes with a glossary of terms, a list of useful books of reference, and instructions for preparing the common laboratory reagents.

Illustrations of the C.G.S. System of Units. By J. D. EVERETT. (Price 5s. Macmillan.)

Determinations and redeterminations of physical constants are continually being undertaken, and any collection of such data needs frequent revision. Prof. Everett's excellent book has now been in use for more than a quarter of a century, and the fifth edition has recently appeared, in which there is much that is new and interesting. It is

(Continued on page 486.)

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much more than a mere collection of numerical tables, and contains an enormous amount of valuable information in a very concise form; references to the sources from which the data have been obtained are always given. No physical laboratory can afford to be without it. Although great care has in general been exercised in giving the latest determinations, yet an exception appears in the table of melting points, where antimony is stated to melt at 432°C ., which is much below its true point of fusion, and more accurate values might have been assigned to several other substances in the list.

Introduction to Chemical Philosophy. By W. A. TILDEN. Tenth edition. (Price 5s. 6d.; without Answers to Problems, price 5s. Longmans.)

For many years Prof. Tilden's work has occupied a unique position among text-books of chemistry, for the method of treatment is entirely different from that usually adopted in elementary works on the subject. The reader who wants a mere catalogue of the chemical properties of substances or a compendium of experiments will not find either in this volume. The student who has already a fair acquaintance with the common phenomena of chemical science is best fitted to appreciate the broad and general view of the subject so excellently placed before him by Dr. Tilden. He will be enabled to grasp, and make his own, the fundamental theories on which the whole fabric of modern chemistry rests, and he will realize how impossible it is to study the chemistry of any substance without considering its relationship to others. Much greater attention is paid to the consideration of questions of constitution than is generally the case, and many advanced students would do well to read the book, if for this only. The recent advances which have been made in physical chemistry have necessitated rewriting much of the former edition, and it will now be found quite up to date in this respect. We think that the work would be still more valuable to the earnest student if references to original papers were given.

(1) *Algebraical Exercises.* By H. S. HALL, M.A. (Price 2s. Macmillan.) (2) *Rivingtons' Junior Mathematics.*—*Algebra*, Part I. By H. G. WILLIS, M.A. (Price 1s.; with answers, 1s. 4d.)

(1) Mr. Hall has compiled a series of examples supplementary to the numerous sets contained in Hall and Knight's "Algebra for Beginners" and "Elementary Algebra" (chapters i.-xxvii.). They extend as far as problems leading to simultaneous quadratic equations, certain types being represented more fully than in these books. The problems leading to equations are classified under the heading of "Typical Worked

Examples," and there are five sets of test-papers for revision at different stages. There can be but one opinion as to the care with which the examples are arranged and every variety treated, but we feel that the continued use of such a book must lead to a good deal of mental idleness.

(2) Mr. Willis's collection goes as far as simple quadratic equations, and is arranged on a different plan. The examples are grouped in sets for an hour's work, with oral questions at the beginning and harder examples at the end, and throughout there are parallel sets for use, if required, in successive terms. The low price and the consideration shown for both dull and clever pupils are noteworthy features.

Elementary Geometry, Plane and Solid. By T. F. HOLGATE. (Price 6s. Macmillan.)

We feel sure that this work will meet with a hearty reception from all who are interested in the reform of geometrical teaching. In plane geometry there are few, if any, propositions that are not to be found in any one of the half-dozen best English editions of Euclid; but, being unhampered by Euclid's sequence, the author has grouped his propositions in the natural order. Algebraical methods are used in the discussion of proportion, and occasionally find a place (as in some of the theorems given in the second book of Euclid) when more strictly geometrical proofs might seem preferable. Solid geometry, as is usual in American text-books, is carried much further than with us; and the chapters on lines and planes in space, prisms and pyramids, cylinders and cones, and the sphere cover the course dictated by the London Intermediate examinations. Taken as a whole, the book seems to us an excellent one, and it would be difficult, we think, to find an introduction to geometry in which the natural development of the subject and attention to the needs of beginners are more successfully combined.

We have received the first number of the *Ancestor* (price 5s. net. Constable), a new quarterly of county and family history, heraldry, and antiquities. It is a substantial, well printed, and well illustrated volume, and is significant of the recent revival of interest in these subjects. Its articles are varied, but may be divided into two groups—descriptive papers, of which those by Mr. St. John Hope on the King's Coronation ornaments, and Lady Victoria Manners on the miniatures at Belvoir, deserve special mention; and controversial papers, in which Mr. Horace Round and his friends expose bogus pedigrees and the misdeeds of the heralds. It is a useful task, but the tomahawk is used rather too freely.

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OCCASIONAL NOTES.

THE Bill is still in a fluid state, and we must wait for the Report stage—that is the Autumn Session—when we may hope that at least all inconsistencies will be removed and some of the numerous ambiguities cleared up, before we pronounce on it a final opinion. Politics, according to Prof. Seeley, are history in the making, but, with all his accomplishments, Mr. Balfour would find it an impossible task to write a clear history of the Bill. The optional clause was intended merely as a scaffolding, and has gone, as we foresaw; but the One Authority, which was proclaimed the corner-stone, has gone likewise. Yet, with all its shifts and changes, its compromises and vacillations, the main principle of the Bill is preserved, and this principle commends itself to us, not as by any means ideal, or one that any educator would sanction were he legislating for a new commonwealth, but as the best possible under the political conditions of the hour. It is that all schools of the people must be brought up to and maintained at a certain standard of efficiency; that, to secure this end, existing denominational schools must be utilized and supported at the public cost, their secular teaching being subject to public control, while as regards their religious teaching they retain their independence. We must wait to see the text before pronouncing judgment on Mr. Balfour's promised amendment to remedy the acknowledged grievance of Nonconformists in villages where there is only one Church school.

SO far, the amendments introduced into the Bill in July are all to the good. The one vital principle has not been shaken, but a good deal of backbone has been im-

Amendments to the Bill.

ported into the clauses. Mr. H. Hobhouse, the official spokesman of the County Councils' Association, has been by far the most successful amender of the Bill. On Clause 2, he succeeded in making compulsory the application to education of the whole local taxation grant, as well as in introducing words compelling Local Authorities to "consider the needs of" their districts. Again, it was on his initiative that the "elementary option," otherwise Clause 5, was first amended into absurdity and then deleted. Once more he was able to induce the Government to restore to all the minor urban bodies their concurrent rate, which they now employ under the Technical Instruction Acts. Finally, the amended form of Clause 7, set down by Mr. Balfour on July 17, whereby the number of managers of schools is to be fixed and representation given to Parish Councils and parents, was taken almost bodily from Mr. Hobhouse's proposal recommended for acceptance in these columns last month. Sir A. Rollit scored two points by inducing the Government to permit an unlimited secondary rate in county boroughs without any veto from above, and a similar rate in counties by simple consent of the Local Government Board, without the cumbrous machinery of Provisional Order. Sir W. Anson's exploit in introducing the Cowper-Temple clause into secondary education was no mean one, and served to show that the extreme clerical party, who were supposed to influence the Government so much, number only twenty-nine.

IT was certainly not very brave of Mr. Balfour to leave open the question of the elementary option and simply to support it in his private capacity. It is well known that the option was not in the Bill when it first went before the Cabinet. The Duke of Devonshire, however, was so frightened at the "alarums and excursions" of his own familiar county, the West Riding, that he gave instructions for something to be done to mitigate the terror of that Council. Mr. Chamberlain also desired to save the face of the School Boards in some of the large towns by holding out the possibility that after all they might not be swallowed up by the Town Councils. But, as we have pointed out, the case was already given away before Mr. Hobhouse's amendment was reached. Once the special aid grant was removed and a new Treasury grant offered to the Local Authorities, it was evident that these Local Authorities must be universal, or there would be no machinery to carry out the distribution of the grant. It is highly significant that the four teacher members of the House and several other leading Liberals voted for the removal of the option. Mr. Chamberlain's accident, which we all regret, was in this one respect *felix opportunitate*.

MR. BALFOUR'S proposed concession to the advocates of public control whereby the representation of one-third granted to the Local Authority is changed to two-sixths seems to commend itself to neither party. In the same column of the *Times* is a letter signed by the leading ecclesiastics of Yorkshire warning the Government that there must be no tampering with the clear working majority retained by the denominationalists, and a letter from Mr. E. N. Buxton protesting against the necessity of appointing a separate body of managers for each school. "Hitherto we have suffered under 'hole and corner' committees, 'hole and corner' parochial School Boards. . . . In my county, at any rate, we cannot keep up the standard of managing bodies if so many are required."

A MOST important concession, but, after all, an entirely just one, has been announced by Mr. Balfour. "His right honourable friend the Chancellor of the Exchequer"

Hostels.

has agreed that in future the day training student in a hostel should receive the same payment for his maintenance as is now granted to the students in residential training colleges. This concession will have two beneficial effects. It will remove the opposition to the existing sectarian teaching in training colleges—though the rigidity of this is distinctly modified by the Bill—and it will render the establishment of additional hostels and the enlargement of the day training system comparatively simple. We have never advocated the establishment of additional residential colleges. The solution to the problem of over-pressure is to be found, we are sure, in the increase of facilities for day students at Universities and University colleges.

PROF. BEECHING, in a pleasant volume of essays entitled "Religio Laici," adumbrates an education Bill such as should commend itself to the religiously minded

Prof. Beeching on the Bill.

laymen whom he addresses. He proposes that the whole cost of primary education should be borne by the State, for preference by taxes, and not by rates; that no distinction should be made between religious and secular teaching, the State grant being available for both kinds; that the Cowper-Temple clause should continue in force, but that the Apostles' Creed should be excepted as not a "formularly distinctive of a denomination." In return for this relief he would consent to the representation of the Local Authority to the extent of one-third upon Boards of Management in Church schools. Undenominationalism is scouted as a *caput mortuum*—what is left when the essential of each sect has been eliminated. We do not propose to discuss a scheme which even Lord Hugh Cecil would think too extravagant for practical politics, but will content ourselves with traversing a single point in the essay. Prof. Beeching claims to be interpreting the true mind of Mr. Forster in 1870, drafting such a Bill as he would have introduced had he now been living. How does this theory square with a quotation from Mr. Forster's speeches given in this very essay? "Surely the time will come when we shall find out how we can agree better on these matters, when men will find out that on the main questions of religion they agree, and that they can teach them in common to their children." But for one clear statement of fact we are grateful to Prof. Beeching. Ministers of religion are not teachers, and to hand over to them the religious teaching of school-children, to the exclusion of the regular teachers, would be mistaken in theory and impossible in practice. The parson, he sees, would fare no better than "Mossoo" did in public schools.

CANON MACCOLL evidently regards the Government Bill as pills against the earthquake. The mass of voters in England are divorced from the land, and live from

Canon MacColl on the Bill.

hand to mouth. The only safeguard against revolution is religious teaching; therefore "capitalists, employers of labour, and owners of property, whatever their own beliefs or non-beliefs, had the most vital interest, in a material sense, in the question of elementary education." The Canon's solution is universal School Boards, with facilities for every denomination to teach its own creed in all State schools. We may be mistaken, but it looks as if the Canon had borrowed a hint from Gibbon's "Decline and Fall":—"The various modes of worship which prevailed in the Roman world were all considered by the people as equally

true; by the philosopher as equally false; and by the magistrate as equally useful."

ARCHDEACON SANDFORD has published his recent charges under the title of "The Church and the New Century," and the last of these is devoted to the Education

Archdeacon Sandford on the Bill.

Bill. Though the Archdeacon blessed it, and would rather have it as it stands (or, rather, as it stood) than nothing at all, yet the defects he notes in it are neither few nor slight. In the first place, he complained that it gives secondary education the go-by. "The Local Authorities will have little time and less desire to give thought to secondary education, intent as they will be on elementary education, and fearing the increase of burden on the rates which any expenditure on secondary education will entail." Secondly, inspection is a double-edged weapon, and there is no provision for transferring local inspection and adjusting or subordinating it to central inspection. Thirdly, the smallness of the areas for which Local Authorities may be chosen is a grave defect. This is a serious enough indictment, and we pass over the objections which the Archdeacon as a Churchman brings against the Bill.

SIR JOSHUA FITCH sends a timely letter to the *Times* criticizing the attractive proposal for a direct elective representation of the parents on the managing bodies of

The Parent Manager.

voluntary schools. Parents are scattered units, and it is not to be expected that they will organize themselves for the sole purpose of electing one-fourth of the managing body. "The only practicable way of attaining the object," Sir Joshua continues, "is to take some public body known to the law, with responsible officers and an organization of its own, to choose for its purpose the one most likely to include the parents of scholars and to understand their interests, and then to confide to this body the duty of appointing members on the managing committee of each school or group of schools." The Borough Council and the Parish Council are obviously the local bodies best fitted to exercise this trust.

MR. BALFOUR'S first public utterance as Prime Minister was more witty than wise, and his double-barrelled epigram—"Certain gentlemen are anxious to de-

Wit and Water.

prive London of water lest the country should obtain education"—which he declared was an exact description of the present condition of affairs, scored at most an outer. All opposition is, or seems to the "ins," factious, and, in this case, the only just charge that can be brought against the Liberals is that they have no alternative policy to propose. The one serious announcement in Mr. Balfour's Fulham speech was the intention of the Government to introduce, next year, a Bill dealing with London *on the same lines*. This can only mean that the London School Boards will go the way of other School Boards, and that elementary education will be entrusted to the Borough Councils. By analogy, the London County Council, acting through its Technical Education Board, would continue, on an extended scale, the work of secondary education; but, in view of the strained relations between the Government and the Council, this would be an unwarranted assumption.

ON July 23 Mr. Eugene Wason asked the Vice-President: (1) How many of H.M. inspectors are at present engaged in inspecting secondary schools? (2) How

The Inspectorate. many of them are graduates of a British University? (3) How many have had three years' experience as teachers in secondary schools? (4) Will registration in Column B be in future a necessary qualification for appointment to inspectorships? Sir John Gorst's answer was evasive and unsatisfactory:— (1) All H.M.I.'s inspect secondary schools of some kind. (2) Most are graduates. (3) Most have had some experience as teachers. (4) As the Register is not yet in existence, the Board cannot give the pledge. To ascertain the particulars asked for under (2) and (3) would (Sir John added) need personal inquiry, and this would be invidious. The public have at least a right to know what are the qualifications of existing inspectors, and to be assured that in future a private secretaryship or a tutorship shall not be a back door to the inspectorate.

CANON LYTTTELTON writes to the *Pilot* re Sir W. Anson's amendment. He would resist the Cowper-Temple clause with might and main, but solely because it violates a principle—the liberty of the subject. Otherwise he believes that it will have little or no effect. The quality of a Bible lesson (and here we are entirely with him) depends on the spiritual convictions of the teacher, and it makes no material difference whether or no he is debarred from the use of formularies. But, while agreeing with his conclusion, we can hardly endorse his second argument, that the supply of religiously minded teachers is strictly limited, and therefore, if by the Cowper-Temple clause they are debarred from teaching in certain schools, the Church will lose nothing. The advocates of women's rights would hardly acquiesce in a law forbidding women to practise in hospitals on the ground that there are only a score or two of women doctors.

Protest of Disqualified Teachers. THE Incorporated Association of Assistant Masters, in pursuance of the resolution in Council that "provision should be made for the inclusion on the Register of all teachers who, by length of service and good work, have already proved themselves thoroughly efficient previous to the formation of a Register," invited the excluded teachers of London to a meeting held in King's College on the 21st ult. After a considerable debate, a resolution proposed by Mr. Daniel was carried as thus amended: "Clause 4 of the Order in Council should be amended so as to admit to the Register all teachers over thirty who can produce evidence that they have been engaged in teaching in secondary schools for five years, and for three years previous to the opening of the Register in a recognized secondary school." The extension of the years of grace from three to four is a real boon, but it is clear that, unless there is some further relaxation, a number of most meritorious teachers will be left out in the cold.

A fresh Cockerton Bill. UNTIL a week or two ago, it was quite possible, and indeed likely, that the Education Bill would have become law before the end of this Session. When it was seen that this had become impossible, Dr. Macnamara rushed to the rescue of the existing School Boards, and managed to pass through the House of Commons, with marvellous celerity, a one-clause Bill changing the date of the Cockerton Act from 1902 to 1903. Of course, the Government should have done this. The risk in leaving the matter to

a private member is great; for a single objector can block a private Bill. But Mr. Balfour had stated that members of School Boards would not run any personal risk of paying out of their own pockets for work condemned by the auditor, and, presumably, the Government thought this assurance was sufficient. Members of School Boards will certainly breathe more freely now that their "illegal expenditure" is authorized for another year.

IT is now definitely settled that the University of Cambridge will invite in the early autumn delegates from the professional associations and institutions to discuss the training of teachers in secondary schools.

Training. The Order in Council contemplates two methods of training. One is post-graduate, the other the training of the pupil-teacher. Conferences may be held and discussions continued without end; but we fear there will be no unanimity attainable. The weakness of what we call for convenience the pupil-teacher system is that general education is interrupted, and the student's energy is divided between acquiring knowledge for the development of his intellectual powers and acquiring in the class-room the practical solution of the problems of management and teaching. There is much to be said in favour of this view. The learning of theory is much more real to the student who knows somewhat of practice. But, on the whole, we incline to the view that general studies should go on continuously until graduation without the distraction of professional specialization.

The Coronation Holidays. MANY boys' schools are, we learn, adding, in response to the King's suggestion, an extra few days or a week to the already long summer holidays. But what is happening to the sisters? So far as our information goes, girls' schools are not giving any additional holiday, and it is pointed out that the King's suggestion only applied to the brothers. But why this injustice to the more industrious sex? Is it that no one has thought of writing to the Queen to ask her gracious intervention? Or is it that teachers in girls' schools feel that holidays are long enough as it is, and do not like to suggest any further encroachment on the precious hours of study? Seriously speaking, it does seem to us a blunder that head masters should be charged to give this holiday under a penalty of seeming to be disloyal, while for head mistresses of secondary schools no such dilemma has been prepared. For once the King's advisers have been caught napping.

The Birmingham Faculty of Commerce. THE Faculty of Commerce created in the University of Birmingham will begin its work in October, and the first Professor of Commerce, Mr. W. J. Ashley, has issued an admirable pamphlet setting forth its purpose and programme. Prof. Ashley brings to his task the wide experience he gained in the States, and he quotes an American correspondent to show what ails the rising generation of business men in England: "Americans succeed because of knowledge, a good start, no looking back, and no regrets. They take to business like a duck to water. Your English public-school men don't—they go into business because they are shoved in. They despise it; and they vow that when they have made money enough they will clear out as soon as may be." We may safely add that no student who has gone through the three years' course as mapped out by Prof. Ashley, beginning with languages and history, and ending with *Warenkunde*, will despise his calling.

TECHNICAL EDUCATION.

THE future position of local University colleges in a State- and rate-supported system of education has not been sufficiently defined. Of so various a character are the services rendered by some of these institutions that some time ago one of them was popularly termed the "Educational Whiteley's." It was not perhaps a distinction entirely appreciated by the unprogressive members of the professorial staff, but, at any rate, it implied a disposition to regulate the supply of instruction, not of one pattern only, but according to demand. The local University college of to-day is a many-sided institution: while, perhaps, primarily concerned in the attempt to do for the provincial locality what Oxford and Cambridge are supposed to do for the nation, it includes, according to circumstances, medical, legal, and theological schools, departments for the training of elementary teachers, and special faculties in agriculture, mining, engineering, weaving, brewing, and other branches of technology.

THE history of these colleges is a record of individual enterprise and private munificence. They represent in a very real sense the extension of University teaching, and in some cases originated with the popular movement of that name. Established without the assistance of the State and developed without the influence of codes or directories, a college is manifestly a spontaneous growth responding to local needs and adapting itself, as occasion arises, to local requirements. With one exception all the colleges have come into existence within the last thirty years, and the eleven institutions in England sharing in the Treasury grant represent a capital expenditure for buildings and equipments of nearly £2,000,000.

THE Report and Treasury Minutes on the University Colleges, which have just been issued, contain an interesting and impartial review of their work. The inspectors refer to the evidences of rapid growth as proved by the following statistics:—(1) The total amount of the benefactions received during the last five years by the twelve colleges amounts to close upon one million sterling. (2) The total number of day students attending the colleges during the session ending July, 1901, was 7,825, as against 7,186 attending during the session ending July, 1896. (3) The advance in the standard of work is more striking than the advance in numbers. This advance is best shown by the larger numbers of University degrees obtained by students. The aggregate figures for the two periods are:—1891-6, 1,437 degrees; 1896-1901, 2,186 degrees. An analysis of the statistics relating to students reveals that approximately two-thirds attend the colleges for professional or technological instruction.

THE Treasury, in apportioning the Government grant to the local colleges, rejects the figures which are estimated to relate to Fine Arts, Architecture, Music; Medicine, Law, and Engineering (in so far as these are of a practical character); and Technical subjects generally. At one college, it is reported, a Professor of Engineering pertinently inquired whether the Government proposed to subsidize only such courses of study as are not of a useful character. Referring to this inquiry, Mr. Higgs, the Treasury official, alludes to the fact that technical subjects and applied sciences generally are already assisted out of funds paid by the Central Government to Local Authorities, and observes that the instruction given in the college laboratories and workshops is sometimes tantamount to a course of apprenticeship, enabling the students to step at once from their college training into paid posts as skilled chemists or engineers. "While a carpenter or a bricklayer learns his trade entirely at his own charges, there is no equitable claim to further favourable treatment by the State on the part of those who are preparing themselves for professional careers by the pursuit of what are known in Germany as *breit studies*."

THIS attitude towards the work of local University colleges should not be allowed to pass without emphatic protest. Although the Treasury subsidy to local University colleges is in most cases inadequate, the influence exercised by its inspectors is considerable. That work of a "University standard" from these institutions is from every point of view a desirable and legitimate requirement. But that such work, if directly bearing on the great industries and employments of the country, should be discounted in any assessment of the relative merits of the colleges is in these days nothing short of academic pedantry and mischievous folly. A local University college will flourish or languish according to the success or otherwise with which it serves the community in which it is situated. The majority of those in a position to seek "a University education" naturally find their way to Oxford and Cambridge, which offer peculiar advantages, the like of which are not and can never be available in provincial centres. Consequently, with but few exceptions, those who resort to local colleges must invariably be those who require higher education for professional or industrial purposes. To discourage the colleges in their natural tendency to respond to these

requirements is as inexpedient as it is short-sighted. Moreover, as the inspectors themselves declare, "Every year the boundaries which separate pure science from applied science become more distinct." Why, then, endeavour to perpetuate a futile and unprogressive tradition?

It is not easy to appreciate the attitude of mind which will give an institution credit for enabling young ladies of leisure to graduate for the degree of B.Litt., and which rejects, as something alien to the true function of a University institution, the higher teaching of young men who are to occupy leading positions in the great industries. Mr. Higgs is labouring under a misapprehension if he imagines that, as a rule, the instruction given by a local college in, say, engineering or mining, is accepted in place of practical training at the workshop or the colliery. Like the carpenter or the bricklayer, the mining or mechanical engineer learns his trade at his own charges. But, unlike carpentry and bricklaying, the great industry of engineering—as even a Treasury official might be expected to know—involves, for those who successfully pursue it, a standard of mental training and an extent of scientific knowledge which is only to be secured at educational institutions. There is, of course, no analogy between the training of the bricklayer and that of the engineer, and to suggest one is to confuse the problem of technical instruction.

MR. CHAMBERLAIN, a few months ago, expressed the hope that the new University of Birmingham would take its proper place among the older Universities. But, he said, something more was necessary to justify the existence of the new institution. These distinctive qualifications would be found in the special attention to be devoted to research and to the establishment of a new Faculty of Commerce; and, above all, "in the extension of scientific training and inquiry in connexion with the trade and industry of the country, and especially its practical application to the trade and industry of the great Midland district." If such be the aspiration of a new University, it should assuredly be the aim of a local University college.

EDUCATIONAL TENDENCIES IN THE UNITED STATES.

By ALICE RAVENHILL.

"EDUCATION has always borne the impress of the civilization whose product it was." So writes Prof. N. Murray Butler, of Columbia University, in a recent survey of educational progress in the nineteenth century. He then proceeds to emphasize the fact that the "nineteenth century, with its greatness, its shortcomings, and its contradictions, was pre-eminently the period of individual liberty." If these assertions be accepted—and Dr. Murray is a leading authority—certain national characteristics of temperament and manners should be realized and borne in mind by a student of educational methods in the United States; while attention to the development of individuality should be found to constitute in these a prominent feature.

The difficulty of assuming an impartial, "outside" attitude of observation towards each other by the two nations so closely linked together by ties of race, language, custom, and history as are Great Britain and the United States is not always recognized; and to this cause may be fairly attributed a substantial percentage of the quaint social misjudgments passed by the people of the one country upon those of the other.

It is a far cry from London to San Francisco. Nevertheless, great as is the distance, it would scarcely, I believe, equal the mental chasm which separates the inhabitants of the States of the Middle West and West from the average untravelled Englishman. Not alone motives of action, manner, home life, and food, but even the habitual application of words in hourly use, are diversified in the two cases. In some instances the variation from a common standard may be very marked; in others the shade of difference is so subtle that a delicate discrimination alone would detect its existence. A small circle of American acquaintances, social or professional, the perusal of United States literature, and somewhat closer association during the outward voyage from England, are assumed by some to afford sufficient opportunity for making a preliminary, though perhaps limited, study of the typical American. The narrowness of these limits was abundantly apparent in my case after twenty-four hours in New York City. A fresh light was thrown on many unsolved problems, and the advisability of revising certain previous judgments was made manifest.

Three months' acquaintance with these "forceful" people naturally revealed much more of the complexity of the agencies at work moulding eighty millions of human beings into a closely knit nation, and sufficed to warn at least one visitor against the tempting impossibility of accurate generalizations. For these reasons some general impressions received during a recent tour in the United States of America are here briefly summarized for what they are worth, because of their inevitable influence upon my subsequent presentation of the impressions on educational tendencies which I gathered in the Eastern and Middle West States. (These together constitute one of the three major divisions into which marked variations of racial, climatic, social, and industrial qualities and forces have grouped the forty-five states and five territories which constitute the Federal Union.) In the Southern States and in those of the Far West other conditions obtain, other forces are at work, of which no opportunity presented itself during my brief visit to even receive impressions, far less to form or to record an opinion.

The country and its population invariably suggested to me comparison with vigorous youth; with, for instance, an average healthy English lad of fifteen or sixteen. The type is familiar—a figure somewhat out of proportion, overgrown here, undeveloped there; clumsy, because lacking in perfect muscular co-ordination; active, quick, clever; brimful of kindly good nature; with overflowing spirits, not yet tempered by experience or controlled by judgment, and so prone to outrun discretion; abundant energy which imperatively demands outlet, but often fails to find the wisest way, therefore apt to o'erleap itself, to the boyish consternation of its generator. To him the world teems with fascinating possibilities; the spirit of enterprise is strong; experiments *must* be made, somewhat premature upon occasion, but disappointment and failure act only as spurs to the eager spirit, to whom a temporary delay seems eternity, who falls only to spring to his feet with unabated zeal, and to whom the final accomplishment of his end is ample compensation for physical bruises and mental disillusion. Magnify this picture on a mighty scale and it would represent my conception of this nation at the present time—a phase of development possibly preliminary only to greatly increased capacity in its future maturity. The people and their habits, mental and physical, are undeniably influenced by the vastness of territory in the United States. Their remarkably open minds and general attitude of receptivity to new suggestions may be, in part, the outgrowth of this general magnitude of surroundings; there is a satisfying sensation of elbow-room, of outlet for individual contributions to progress, which engenders generosity. The consciousness of his own share and stake in the mighty national domain apparently permeates each unit of the populace, and undoubtedly promotes breadth of mental view, though occasionally it is apt to find expression in somewhat loud-voiced pride. The facilities of intercommunication may be also held partially responsible for the diffusion of marked national characteristics, which impress themselves so forcibly on men and methods that to a "foreigner," at first sight, portions of New York City and Chicago might, though a thousand miles apart, be easily interchangeable without detection. Another significant and very obvious characteristic of this adolescent among the world's nations is the unequal development of its parts, the general aspect of incompleteness in its cities—manifestations of advanced civilization in some streets cheek by jowl with the makeshifts of pioneer settlements; a merchant's palace side by side with a log-cabin; and the primeval forest within a stone's throw of all. Results must be gained with the least possible delay, and so the city outskirts forcibly resemble the untidy residue which marks the track of a boy's hot-haste achievements. The neat formalism of an old-world suburb would symbolize "waste of time" to the impetuous product of much racial intermixture plus a highly stimulating climate.

French and German influences predominate extensively in domestic matters and the conduct of daily life. Shops, houses, conveyances, food, and fashion in dress, all suggest, superficially, the Continent rather than Great Britain. Closer acquaintance reveals the admixture of American originality, which gives to all a flavour of its own, and has led to pronounced modifications to meet national needs. Little heed is given to convention and precedent; a man or woman must rely for bread and butter—not to say success—on self, not on social or official position. To all who possess a distinctive personality—which seems rather the rule than the exception—this liberty makes for opportunity;

it also permits of free experimentation. A fresh idea is presented, a new method is formulated, a progressive proposal is ventilated, and, almost simultaneously, the necessary opening is given to put theory to the test of practice, not in one calling or direction, but in all, and not least in the world of education. Money is more plentiful, more freely risked on problematical ventures than in the old country, and private means are ungrudgingly spent in the support of strong convictions. Failure does not spell disgrace or discouragement; it excites commiseration, perhaps generous assistance; in all cases, if there be "grit" and ability, it probably forecasts future success.

The coincident liability to a certain inaccuracy in mental perspective (eminently characteristic of adolescence) is realized by the thoughtful, and the possession of "poise" or balance is a quality highly appreciated; its development is one aim of modern United States educationists. The whole-hearted, bounteous hospitality, almost embarrassing in its profuseness, is suggestive also of the generous spirit found in young people. A complete stranger is readily welcomed into the home circle without ceremony or constraint. He is constituted a member of the family without thought of compensation; but a readiness to play the game of mental give in exchange for physical take seems implied and recognized; to "hear and to tell of some new thing" is a component part of American atmosphere. The average adult in the United States is endowed with keen, quick perceptions, a very active brain, marked mechanical ability, broad-minded, generous energetic instincts, a very fair physical development, and intense patriotism. These and many other fine qualities are handicapped by the impetuosity and occasional want of sense of proportion to which reference has just been made. The general self-satisfaction of the nation, an outcome of its great prosperity, demands the leaven of a spirit of sobriety, to the cultivation of which virtue salutary prominence is now increasingly given in the school world.

The system of free public education in the United States includes kindergartens, primary and grammar schools (which comprise Grades I. to VIII. or IX.), high schools (offering a choice of from three to seven courses, embracing Grades X. to XIV.), and State Universities, which have been described as completing the educational curriculum to which each individual is entitled, with Grades XV. to XIX. Nineteen years are thus required to carry through the whole programme, *i.e.*, from about five to twenty-three or twenty-four years of age. Private munificence is responsible for the existence also of numerous richly endowed Universities and magnificently equipped technical institutes.

The absolute faith reposed in education by the bulk of the population arises from the expectation that school life shall increase civic and individual worth, and, in spite of the great independence enjoyed and the absence of central control, the uniformity of school influence is remarkable.

What is the common bond which unites these varied types of educational institutions, if they are not linked by the chains of centralization, or coerced by required conformity to a legalized standard? A further quotation from a paper by Dr. N. Murray Butler on "The Status of Education at the Close of the Nineteenth Century" will answer the query in the words of a man whose skilled finger is ever on the pulse of educational life in the United States. He finds this connecting link "in the common purpose to cultivate the special powers and talents of the individual, while holding him in touch with the life and interest of his kind." Could one wish for sounder material from which to construct a driving band for the educational engine? The prevalent existence of the "elective system" of studies in the secondary schools and colleges, together with the limitations put upon it, are due, in this writer's opinion, to the desire to cultivate a real, as opposed to a sham, individualism, and are traceable, he considers, to one of the manifold implications of the doctrine of evolution which "cross fertilized" every conception of the nineteenth century, educational as well as other.

The demands in the United States for making elementary school instruction as little wasteful and as full of content as possible, for bringing forward studies which give adequate scope for expression in various forms, and the wish that the community shall relate itself to its educational system simply and effectively, are based, consciously or unconsciously, upon the desire to apply the teachings of evolution in the schools and to progress towards the ideal of a perfected individualism.

This passage glances at four, to me, evident educational tendencies now active in the States—(1) A recognition of the right of each individual to attain his highest degree of development by progressive, well-considered stages. (2) The organization of methods to help the child to understand and to interpret his environment as it is related to himself; to provide for him an increasing contact with the practical side of life; to “graduate a student into the world,” by putting all teaching in the setting afforded by the sociological point of view. (3) The perception that school education is not a preparation *for* life, but a process *of* life; therefore that it must be closely linked *with* life as a whole; hence the recognition that the business of school is not to depreciate or weaken family ties, but to deepen and extend a child's sense of the values bound up in his home life. (4) A patient, painstaking, scientific study of childhood, its periods of development, instincts, characteristics, stimuli, hindrances—an actual realization that, as Prof. Chamberlain has said, “the child is father to the man, and brother of the race.”

“Education is individualization, and self-realization is the trend and end of humanity”—such is the statement made by one educational expert in the United States. As a matter of fact the conception of instruction as a means of promoting the vital growth of self-activity is becoming general in that country, though not yet universally crystallized into practice. Two promoting causes for this sentiment may be found in the swift movement of the social and industrial forces and in the democratic form of government. Where a sudden discovery causes cities to spring up like mushrooms, and where one new invention or improvement is hardly on the market before it is superseded by a further novelty, a man, to hold his own, must possess resourcefulness, adaptability, fertility, versatility; he should be the owner of a level head, self-controlled, self-respecting. The political corruption in the States is actually becoming a factor in the promotion of that enlightened form of education which endeavours to bring each child into the freedom of his full individuality, and thus to give “to the citizens of the future opportunity and basis for forming intelligent convictions and the stimulus to live up to them.” The risks of such a system, unless it be judiciously safeguarded, are too obvious to need enumeration; the highest authorities believe, however, that due precautions are taken to prevent its abuse. It is their opinion that all true-hearted teachers “the world over” are disciples of the sound educational philosophy which teaches that the individual alone is nothing, but that the individual as a member of a society and of a race is everything. “*True individualism*” then is the watchword for to-day among American educationalists. By means of its cultivation the life of each should become enriched with the possessions of all; so that sham individualism, which is a synonym for selfishness, is obviously and absolutely excluded. The ideal is ambitious in truth; what promise of its attainment is perceptible in the schools?

Time does not permit the full analysis of procedure which the subject deserves, but I have selected three methods in general use which contribute to this end. The first impressed itself upon most visitors to the American Education Exhibit either in Paris or, later on, at Manchester. It might be described as the encouragement given to the children to record graphically rather than verbally, through the agency of concrete methods, the conceptions they individually form of the subjects to which they are introduced. The perceptible aim is freedom of thought and the development of power to express it. In the lowest grades the selected subjects are evidently the objects and surroundings of interest to the little child. Crudities of drawing are wisely condoned, in view of the thoughtful observation and personal application necessitated by a process which lends itself to the gradual development of the power to conceive and to realize the abstract through previous familiarity with the concrete. The hand and eye training inevitably combined with this method is one of its many advantages, of which another is the diminished use of text-books; these, though props appreciated by the teachers, conduce to uniform formality of expression among the scholars. A growing mistrust of dependence upon text-books is perceptible in the best American schools; they are recognized as a necessary assistance, particularly in some studies, but for most practical work I found typed or printed laboratory exercises more generally furnished to the students, usually compiled by the professor in charge, subject

to constant revision and permitting of great elasticity of programme.

The perceptible but indescribable difference of educational atmosphere where there is no centralized system of outside examination, where the details of the ground covered in a course are left largely to the discretion of the teacher, and where the element of mere memorizing is inconspicuous, must be experienced to be realized. No two opinions can be held as to the good influence on the quality of the individual work done: it compels a high standard of attainment in the teacher; it permits of interested assimilation by the pupil. Though the theories and practice of modern educational leaders in the United States rest upon the bed-rock principles of Froebel and Herbart, in Dr. John Dewey and the late Colonel Francis W. Parker have been found the most recent exponents of this conception of the meaning of true individualism in education, and they are largely responsible for its modified adoption in the public schools. In the experimental schools at Chicago opportunities are afforded for demonstration, by means of small classes under the guidance of skilled teachers, “that the primary root of all educative activity lies in the instinctive, impulsive attitudes and activities of the child, and not in the presentation and application of external material, whether through the ideas of others or through the senses; that, accordingly, numberless spontaneous activities of children . . . are capable of educational use—nay, are the foundation stones of educational method.” Also that “the peculiar problem of the early grades is to get hold of the child's natural impulses and instincts, and to utilize them so that he is carried on to a higher plane of perception and judgment and equipped with more efficient habits. He thus acquires an enlarged and deepened consciousness and increased control of the powers of action.” These educational pioneers have been the first to admit that, with all the resources at their command, their school practice as yet falls short of their ideal; but already their influence is at work for good in the public schools.

(To be continued.)

AGAINST POETRY AS A SCHOOL SUBJECT.

I ALWAYS liked poetry, and I like to read it with children; but I sometimes wonder whether it does not do more harm than good to make children learn poetry at school or even to make them read it. Times seem to have changed since I was a schoolboy myself. In those days we had a reading book to work through which contained a fairly well chosen selection of prose and poetry, and, as far as I can remember, we all used to like the poetry better than the prose; but that may have been because our teachers let us alone and did not worry us by pointing out the beauties of the piece we were reading. Neither did they interfere with our efforts to understand it; for they were too busily occupied in making us keep our fingers on the place, and toe the chalk line round which we had to stand to have any time left for spoiling our enjoyment of the piece we were reading by asking us to give synonyms for words which, after all, we understood as well as they did. We used often to get into trouble for reading off the page, and we were not infrequently caned for reading the poetry at the end of the book when we ought to have been spelling through some exceedingly dry natural history or other improving matter which formed the subject of the lesson for the day. We were allowed to pick for ourselves pieces for recitation at the annual prize distribution, and on one such occasion I remember that we had a long discussion as to which was the prettiest piece in the book, and that the majority favoured George Herbert's poem “Sweet Peace, where dost thou dwell?” We were mere grubby-fingered sixth-standard boys who had never heard that it was clever to like poetry, and still more clever to despise it; so that our views were quite free from affectation and we did not feel called upon to pose as martyrs when we were caned for surreptitiously reading George Herbert. In those days, too, we had a good deal of poetry to learn by heart—some three hundred lines a year—and, though we none of us liked the labour involved, yet I remember quite well that we took considerable interest in what we learned, and used to compare among ourselves the merits of the pieces we took in successive years. We liked “Marmion” and “The Lady of the Lake” better than “Sweet Auburn,”

and this again better than "The Prisoner of Chillon"; but we liked them all, and the pieces I learnt at school remain the most pleasant and vivid recollections of my school life. I was very much interested a year or two ago when an old school-fellow of mine told me that she used to spend hours in saying "Marmion" over to herself as she sat working at her sewing machine in a noisy warehouse. I look back with a sigh to-day and wonder whether it will ever be my happy lot to be called upon to cane a boy for reading George Herbert when he ought to be learning about H_2O , and whether the day will ever recur when grubby-fingered boys in the sixth standard will have an opinion of their own about the comparative merits of Scott and Byron.

I am, however, anxious to suppress nothing and to distort nothing in this lament for the golden age, and I therefore set it down here that a boy who had been playing truant did once give me as an excuse that he had stayed at home to read Gray's "Elegy"; but he only knew half my weaknesses, and did not allow for the suspicious attitude of mind which had been developed in me by much contact with the modern boy. I made inquiries, and to our mutual regret I discovered that he had spent the afternoon at the fair. He is now on the way to become a King's Scholar.

As head master of a large school with a numerous staff I dread the advent of a new assistant master. He is nearly sure to be reasonably efficient in most respects; but it is odds that his poetry lessons will make me ill. "Happy," I think on these occasions, "are the head masters of grammar schools, whom the glorious traditions of secondary education permit to be ignorant of all that goes on in forms which are not their own." For me there is no such bliss. My new assistant master will be nearly certain to have a completely wrong idea of the chief end of poetry coupled with a terrible efficiency in carrying his idea into practice. If only he descended upon me from the ancient Universities, shedding around him culture and Clarendon Press notes, there would at least be even odds that he would prove generally incompetent and would have to leave again; but the trained teacher is usually competent enough and I have to make the best of him. One type of teacher thinks that poetry is exclusively intended to train the memory; and him I can put up with. He merely murders the poetry with a simple and unaffected brutality which endureth but for a moment and leaves no sting behind. My own teachers were like this. They made us know our poetry, and, while we hated the trouble of learning it, yet, as nearly all our school work was mere learning by heart, it did not occur to us to hate poetry for a fault not its own, and so the beauty of the verses triumphed over the stupidity of the teacher. Another type of Philistine is the teacher who thinks that poetry was mainly written for the purpose of being parsed and analyzed. Him, too, I can forgive, because I can stop his nonsense. An order from me is sufficient to secure both laxity in the standard of learning by heart and the abolition of poetry as the raw material of parsing and analysis. There is, however, another and more common type, before whom I have to confess myself powerless. It is the man who is afflicted with a desire to explain. The disease shows itself in two ways. First of all he reads the piece in an aggressively explanatory tone and then he proceeds to explain every word in it down to the very conjunctions and definite articles. It is impossible for me to reproduce on paper the execrable misreading of which he is guilty; but, alas! the children imitate him with a fatal accuracy, and jewels five words long are flawed for ever. I will try to reproduce as well as I can the sort of reading I mean. It goes something like this:—

I come from haunts of coot and *hörn*,—

heavy emphasis on "hörn," with rising inflexion, indicating that in spite of all appearances to the contrary it is NOT "coot and cock-sparrow."

I make a sudden *sally*?—

ditto, ditto, on "sally," implied query why not "Mary Ann"? Nevertheless tone pervaded by smiling and sweetly reasonable tolerance called for because introduction says Tennyson is a great poet.

I sparkle out among the *fern*—

N.B.—Not "cabbages" nor "turnips," but the vascular cryptogams mentioned in our last Nature-study lesson. Corner of teacher's eye cries aloud on Herbert.

To *bicker* —

long pause; heavy emphasis implying that in the human boy this would be disreputable conduct—

— down a *valley*—

slightly rising inflexion indicative of mild surprise that in this twentieth century an electric tramway was not chosen as a more convenient path.

I have tried by a few notes to indicate roughly how this is read; but it is impossible for me to do justice on paper to the unction of the delivery, which is that proper to a teacher attempting by due emphasis to make intelligible the verbosity of Euclid's proposition that if two triangles have two sides of the one equal to two sides of the other, each to each, and likewise the angles contained by these two sides equal, then shall their bases or third sides be equal, and the other angles of the one to the other angles of the other, each to each, namely, those to which the equal sides are opposite. With this explanatory unction I cannot cope. There is no curing a man who is infected by it. If I can find time to take his poetry lesson myself, I do so and invent a reason to save his feelings. If I cannot, I turn tail ignominiously and let the thing go on, keeping well out of the way, to spare myself the pain of listening.

While it is impossible to eradicate the explanatory *tone* from a teacher's voice, it is, however, possible enough to keep in check the mania for giving explanations of words and phrases which are perfectly simple in themselves and need no explanation. I have sometimes thought that this widespread mania is one of the results of the clerical influences to which the majority of teachers are subjected during their stay in the training colleges, but I should not like to assert dogmatically that this is so. Certain it is, however, that I have heard explanations given in class which were quite as foolish and unnecessary as the elaborate explanations of the parables which are inflicted so often on a somnolent congregation. For instance, I once heard a teacher take three-quarters of an hour to explain to a class of fourteen-year-old boys the first two verses of

It was a summer evening,

Old Kaspar's work was done.

Most of his twaddle I have forgotten, but I know I timed him by my watch as having taken ten minutes to explain the line

That was so large and smooth and round.

He filled up the time by talking to the boys about the kindergarten gifts and the delight experienced by children of all ages in handling things that are large and smooth and round, going through the whole subject from Froebel to football.

The books issued for school use may possibly account for some of this tendency; but I suspect that they are rather a result than a cause of it. I frequently have specimens sent to me of "poetry cards" containing pieces for recitation with notes appended. As a rule, in the sets issued by certain publishers, these notes are fairly represented by the following specimens:—

Around the fire one wintry night

The farmer's rosy children sat—

Around: in a circle, with the fire as its centre.

Wintry: a night of winter; winter consists of the months of October, November, and December.

Rosy: like a rose, reddish in colour; their faces would be made red by the heat radiated from the fire.

His tears ran down his corselet—

Corselet: a coat of mail. Note that the tears ran down the *front* of the corselet.

Painter, paint me a picture—

What is a painter?—A man who paints. Paints what?—Pictures. Another name for a man who paints pictures?—Artist.

These are not imaginary examples. They are taken from "poetry cards" which are stated, I fear with some amount of truth, to have received the cordial approval of many of His Majesty's inspectors. Not all of these gentlemen are Matthew Arnolds, and I am rather inclined to think that some of this tendency to explain that which is already simple enough may be traced to the demands which they make upon the teachers. Only the other week, in a girls' school with which I am personally acquainted, the inspector was questioning the girls about the poetry they had learnt. They had used "The Golden Treasury," and, among other questions, he asked them why the name "Golden Treasury" was appropriate. After receiving, but not accepting, several answers, most of which gave the obvious

reason, he referred the girls to the last verse of Wordsworth's poem on "Daffodils," and told them that the poet retained in his mind's eye a beautiful picture of the daffodils, and that, just as they could turn on a tap and let the water flow out, so this picture might be called "The Tap of Happiness," and similarly "The Golden Treasury" might be called a "Tank of Happiness."

Not for Mr. X. the *dictum* that "A thing of beauty is a joy for ever"! Keats is dead; his words must be brought up to date—up to the date when education is to be put under the authority responsible for the gas and water, and when the name of Cockerton suggests the handiwork of the plumber.

On the same occasion Mr. X. drew the attention of the girls to the vignette which adorns the title-page of "The Golden Treasury." He had evidently been impressed more by the nudity of the figure therein represented than by the flute in its mouth and the Pan-pipes at its feet, for, after rejecting the fairly good answer that the figure represented a shepherd piping to his sheep, he said: "Notice particularly *how* he is." There was no answer; the girls, I suppose, did not know of the word "nude," and did not like to say "stark naked." After an impressive pause Mr. X. remarked: "He is a barbarian." How true it is that all honest criticism is autobiography!

I once met with a curiously close parallel to Mr. X.'s ignorance of Greek antiquity, but in this instance the subject-matter was early Christian history. A young man who had been trained in a denominational training college was giving a lantern lesson on the coast towns of the Mediterranean, in the course of which he drew attention to a statue of the Virgin and Child which surmounts, I believe, the Cathedral of Marseilles. He said something like this, speaking in a peculiarly jerky way: "This—is a Cathedral—Marseilles. Marseilles—Roman Catholic. Roman Catholics very good—to the poor. Roman Catholics think a lot—Virgin Mary. Virgin Mary very good—to the poor. This statue—Virgin Mary. See—Virgin Mary got a poor child—in her arms—now." I wonder which of these gentlemen Mr. Matthew Arnold would have preferred for a colleague.

It seems to me that the teaching of poetry in school suffers from the want of a little wholesome neglect. As a rule, children left to themselves, and turned on to read poetry to themselves, will enjoy such pieces as are reasonably within their grasp. Their pleasure is heightened, and their understanding of the piece is improved, if it is read aloud to them by a sympathetic reader. This reading aloud is the best kind of explanation, and is usually the only explanation necessary. Children gather the general sense of an obscure word easily enough as a rule from the context, and it is just as well for some reasons that their idea of it should remain vague. "Explanation" rubs the bloom off poetry, and is not only unnecessary, but positively irritating to a child of any intelligence. Far better that the poem should be to a child imperfectly remembered, misty, and beautiful, than that he should know it like the multiplication table, and hate it like a proposition of Euclid. X. Y. Z.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

WE have seen in the foreign press many remarks on the subject of the scholarships founded by the late Mr. Cecil Rhodes for the benefit of American and German students. Much of the comment, especially in Germany, has been ungracious, as of those who should examine the teeth of a gift-horse. It may be seemly to reject an offer; it is scarcely courteous to blaspheme the donor and deride the donation, since it appears that his bounty is, after all, to be accepted. Turn the table round. Let a German millionaire endow in like manner rich bursaries for the English at German seats of learning. Twenty fit candidates would spring up for every vacant place, and be grateful even for a prospect of success; the reason being that to know a new people and a new language is the goal of a spiritual voyage on which many of our young minds would be glad to enter. We leave aside, be it observed, the worldly gain to the future diplomatist, State official, or schoolmaster. As to the Rhodes scholarships, from the American side the *Columbia University Quarterly* is both sane and authoritative; it ignores, however, that higher object of a foreign sojourn at which we have hinted. Since the matter is of general interest, we may quote the *Quarterly* at length. After properly urging that the promotion of

Anglo-Saxon comity is a good cause, but the furtherance of a world-wide comity a better, the writer (it is the editor) continues:—

"But how will the plan work in practice? This is the question that peculiarly interests the academic mind. What will Oxford do with it, and what will it do with Oxford? British rimesters are already amusing themselves with comical forecasts of a time when the colonial aspirant who fails to pass Responsions will proceed to plead the size of his biceps or the strength of his moral constitution. As for the American part in the benefaction, the difficulties in the way of administering the trust in the general spirit, not to say the exact letter, of the testator's will are numerous. To draw up rules for the competition in such a way as to secure from the various States of this Union the kind of scholars that Mr. Rhodes dreamt of will strain the wisdom of the wise to the limit of madness. And when the proper man, or what appears to be such, has been found and passed through the portal of Oxford, it is very unlikely that his three years' residence there will, in general, have the effect of making him the kind of man that Mr. Rhodes desired. Sound theory requires that a young man who is to be most highly efficient shall receive his general education in the country where he proposes to do his work. The Rhodes foundation will not bring to Oxford the pick of American youth in the sense intended—that is, not of those who are seeking the best possible training for what are called practical affairs. What will happen, we venture to predict, will be that American collegians who have reached, say, the senior year, and have already chosen the career of teaching or of letters, will seek a Rhodes scholarship in the interest of their professional training.

"In other words, the Rhodes scholarships, so far as we Americans are concerned, will be the virtual equivalent of graduate Fellowships. They will divert to Oxford a certain number of young specialists who would otherwise go to Germany or pursue graduate studies at home. This will be very good for them, but it would be still better if, instead of spending three years at Oxford, they could put in a part of the time in France and Germany, and return with that degree which is more and more coming to be regarded in this land as a very desirable, if not absolutely necessary, badge of the higher professional teacher. To meet the American demand ideally, our British cousins will find themselves constrained to confer the degree of Ph.D. and to permit the Rhodes scholars to study on the Continent during that large part of the year in which the University of Oxford is not in session. If this shall be the course of things hereafter, the Rhodes bequest will prove to be a great and happy stroke for education. And it will produce, too, in very large measure, those ideal results of international good will, superior training, and practical efficiency which Mr. Rhodes had in his mind's eye. If, however, the controlling policy shall aim at a bumptious Anglo-Saxonism, or insist on the complete and exclusive Oxfordization of the young Americans whom it may attract to itself by the lure of £300 a year, then we prognosticate that the Rhodes foundation will accomplish nothing that our posterity will recall with satisfaction."

We can hold out no hope that the University of Oxford will be willing to confer the degree of Ph.D. as an equivalent (for this is meant) of the homely B.A. Indeed, the feeling is growing in England that the multiplicity of Doctors is one of the inconveniences of modern life. On the other hand, the Rhodes scholars, like all our undergraduates, will be free to spend their vacations where they will; and, if they are ambitious of the higher titles of learning—the University of Heidelberg caters for foreigners. In the practical working of the scheme projected by Mr. Rhodes the greatest difficulty that we can foresee is that of discipline. Speaking with full knowledge, we say that, whatever may be the case with the American student, the German at Oxford, unless he changes his ways, will discomfit tutelage or be discomfited by it. Yet that is the concern of the academic authorities. One word we will venture to add, hailing ourselves from another shore. Every comer, American or German, that submits himself to the gentle tyranny of the place will carry home with him an abiding sense of the ineffable charm of the University on the Isis. And, if the foreign student should reveal himself as the prince destined to awake the sleeping beauty, all Englishmen will rejoice with him in his sweet triumph.

We pass to a closely related topic. Oxford has lately been reproached in Germany for the weakness of its teaching in economics. Prof. von Halle declares that it has almost ceased, since the deaths of Toynbee and Rogers, to give efficient instruction in the subject. Now it is just for economics that the American student craves. A teacher lately asked two classes of pupils approaching the end of the high school course from what part of their work they expected to derive the greatest benefit in life. In one class 70 per cent., in the other 90 per cent., answered spontaneously: "From economics." He himself writes: "In all my school experience I have never seen such interest manifested in any line of work as I have seen sustained for a year in this sociological work. I have many evidences that this interest does not stop when the student leaves the school. The study both secures interest and stimulates thought during school-days, and inspires to activity and growth after school-days have ended." In hundreds of English secondary schools the subject so fascinating to American boys is never touched; nor do they stop, across the seas, at mere book-

work; as witness the two fellowships of 400 dols. each lately founded by the College Settlements Association, with the object of opening to well qualified persons (not necessarily educated at a college) the opportunity afforded by settlement life for the investigation of social problems. Experiment and experience are to be superadded to theory. But how a head master of the old school—Busby, for example—would have shuddered at the notion of training his boys in political economy, and sending them, to complete their education, not to Christchurch, but to the slums of Lambeth!

AUSTRIA.

The student at an Austrian University, as at a Scotch, must often win his way to learning through great privations. Last winter an inquiry was made into the circumstances of those students at Vienna who act as tutors; for to give lessons in private houses is the chief resource of the needy there. The cases investigated were those of 221 students, two of them women. Receipts from tuition formed the sole income of 49 per cent. and the chief income of 32 per cent. It was found that 5 per cent. had begun to give lessons when in the elementary school, 28 per cent. when in the *Untergymnasium*, 55 per cent. when in the *Obergymnasium*, and 11 per cent. at the University. Many had the greatest difficulty in providing themselves with food, being compelled to rely, for the most part, on dinner tickets (*Speisemarken*), and going hungry on days when none of these were distributed. Through a question as to the amount of income that these poor students had it was revealed that 5 per cent. earned by lessons 15 kronen a month, 47 per cent. 16 to 50 kronen, 33 per cent. 51 to 100 kronen, and 14 per cent. more than 100 kronen, the krone being worth about 10d. of our money. The two women were, strange to tell, among the most prosperous, one of them receiving monthly 175 kronen as a wage. Scanty as was the pay, the labour exacted for it was enormous. One student had to teach from 5 to 8 o'clock in the morning, and from noon to 9 o'clock at night, in return for a tiny sleeping-room, breakfast, and 10 kronen a month. Perhaps the Rhodes scholars, with their £250 or £300 a year, will cast at times a thought towards those who endure slavery for the sake of knowledge. But has Austria no Carnegies?

FRANCE.

To those who are interested in *écoles maternelles*, known to us as day nurseries and by other names, we commend an article in the *Revue Pédagogique* (issue of June 15) from the pen of Mme. Pauline Kergomard, who writes with authority as being Inspectress-General of such schools and a member of the Conseil Supérieur. She tells us of mothers who deliver their children up to the guardian at the earliest possible hour, who reclaim them at the latest, to spend the day, when rid of their charges, in gossiping before the door. And these not women only of the poorest class, but those also who have married tradesmen. We do not profess to deal here with French social life. But let us look about us at home. Surely it is a question that must rise in our minds as we walk the streets and see these institutions advertised, how far are we justified in defeating the pedagogic principle that the responsibility of bringing up the child, especially in the earliest stages, rests on the parent? If a mother can release herself from her obligations by paying 4d. or 6d. a week, she will be tempted to do so, scornful of pedagogy. Mme. Kergomard urges that you must at least make her pay for the contempt, she having in mind still cheaper schools where nothing is paid. Moreover, she contends, as we abridge her statements, that, given a healthy home, the child is better off there than in the maternal school. As against the restraint, the tying down of a child to a sedentary life, for that is what the grouping of a large number of infants in one house must mean, the manifold activities within the family are more pleasurable and more educative. She speaks, be it remembered, with knowledge. Only when the mother, the earnings of the father being insufficient for his family, must go out to win the children's bread should children be received in a day nursery, and careful inquiry into the circumstances of the applicant is needed in every case. Under the French system the training of those admitted, to give another of Mme. Kergomard's contentions, is, if we may put it so, too literary. Little mites less than six years old must learn about Louis XIV., Mme. de Maintenon, Mme. de Sévigné, and—it is very French—the duties of *le préfet*. She demands more regard for health and physical development, more movement and song. We note, however, with interest, that she will have little to do with Froebel: "The genius of our infants, made up as it is of spontaneity, originality, and creative imagination, could not adapt itself to the *minutiae* of the 'occupations'." This, again, is—we use the words with no unkindly meaning—very French. We commend once more the article to the notice of English readers.

NEW ZEALAND.

The New Zealand *Schoolmaster* supplies a fresh illustration of the fact that the British Empire is conscious of its duty to subject races.

"In connexion [says that journal] with its scheme for the improvement of the Maori race, the Government has decided to establish a village at Corinth, on the Wanganui River, where educated young Maoris of both sexes may live in European style and receive technical instruction. Married Maoris who have passed through the schools will be invited to reside in the village, and the students will live with them. The Government is to provide free instruction. The students will be required to keep themselves, but they will be allowed to grow fruit and vegetables for their own profit in leisure time. It is intended that the village shall be managed by a council of adult Maoris resident under rules to be drawn up by the Government. If the scheme is a success, similar villages will be established in other parts of the colony."

INDIA.

The ways of the Indian student are still at times as dark as those of the Chinaman who takes to poker. Thus the Syndicate of the Punjab University had recently before it for consideration a list of sixty-two offenders against the laws of examination morality. Eight were accused of improperly using condensed "notes" or text-books; they will not be allowed to present themselves again for two years. The same penalty falls on one who attempted to bribe an examiner. Fifteen had appealed to their interrogators for mercy; and, natural as their conduct seems, it has cost them their marks for the paper to which the prayer applied. One candidate had written at the head of his sheet "Oh, God help me!" Probably the petition was sincere and not blasphemous; nevertheless, he too is deprived of all marks for his work. Another relied on worldly agencies, seeking to influence the examiners by recording his father's name, as well as his own, on his answer paper. Since he escaped without even a reprimand, it is likely that next year every student with influential parentage will insinuate the fact into a geometrical problem or append it as an *explicit* to his discoveries in science.

We observe with pleasure that a wealthy Indian lady has decided to establish at Lahore a technical school for women, of which the Indian *Educational Review* supplies the following particulars:—"The inmates of the institution are to be Indian women, irrespective of caste or creed, and all of them will have to conform to the strictest privacy or *purdah*. The objects of the institution are to teach: (a) reading and writing Nagri, Gurmukhi, and Urdu, as well as arithmetic; (b) sewing with the hands as well as by machine all kinds of clothes, including measuring and cutting in all styles; (c) lace work and embroidering with silver thread and ribbon of all kinds; (d) *phulkari* work and embroidering on satin, broadcloth, &c., &c., with silk and cotton thread; (e) knitting, carpet-work, and embroidery in all its branches. No fee is to be charged for tuition. A house has already been secured free of rent."

JOTTINGS.

FOR the Registrarship under the Teachers' Registration Council there were eighty-four applications. These were reduced by the Appointment Committee to six—Mr. Ralph Beavor, of the Scholastic, Clerical, and Medical Association; Mr. Hallidie, Secretary to the Head Masters' Conference; Mr. Houghton, late Senior Inspector to the Ministry of Public Instruction in Egypt; Mr. Rundall, late Head Master of the High School, Newcastle-under-Lyme; Mr. J. E. Williams, Registrar of St. Andrews University; Mr. Selby, assistant master in Harrow School. We believe that the final choice lay between Mr. Hallidie and Mr. Rundall.

AN interesting experiment is being tried this week by Mrs. Humphry Ward at the Passmore Edwards Settlement—a holiday school, attended by two hundred and fifty children drafted from the neighbouring Board schools. Double this number of applications for admission were received, and it is hoped that after the first week the two hundred and fifty may be increased to four hundred. The courses consist mainly of Nature study, drill, and music. The idea is borrowed from the United States. In New York alone some seventy thousand children, who would else be playing in the gutter, attend a summer holiday school.

IN the Oxford and Cambridge entrance scholarship record compiled by the *Daily Chronicle* nine schools score double figures. St. Paul's, as usual, is an easy first with twenty, Rugby a good second with fourteen, and Merchant Taylors' falls to ten—or, if close scholarships are disallowed, to six. The other schools in the first class are (in order) Winchester, Manchester, Charterhouse, Westminster, Eton, Marlborough.

THE unequal distribution of educational endowments is well shown in a return prepared by the Technical Committee of the Liverpool City

Council. The annual value of educational endowments is in Birmingham £40,000, in Bristol £20,000, in Manchester £9,000, in Leeds £5,000, and in Liverpool only £385. This works out for every thousand of population: Bristol £89, Birmingham £79, Manchester £18, Leeds £14, and Liverpool 14s.

ANOTHER point in the report worth noticing is that one-fifth of the scholars in Liverpool secondary schools come from beyond the municipal borders. It is clear that the Local Education Authority should include at least Birkenhead, Bootle, and Wallesey.

THE Conference on the Training of Teachers, convened by the University of Cambridge, will meet in London on November 14 and 15. The numbers are limited to about fifty, and only principals of training institutions and representatives of associations interested in training will be invited.

THE new regime of the University of London, as concerns examinations, begins in September, and candidates will do well to procure the "Matriculation Directory" of the "University Tutorial Series," which contains the revised regulations, recommendations as to books, and other advice.

TEACHERS who desire a cheap summer trip to Switzerland or Germany are advised to procure the excursion time-tables of the Great Eastern Railway. For those who are not afraid of the sea voyage from Harwich to Antwerp, this is now the cheapest and pleasantest route.

HERE is an extract from the prospectus of a co-operative poultry society in the North of Ireland:—"The objects aimed at in the formation of this Society were the improvement of laying and table breeds of poultry and the marketing of the produce of its members. . . . There is a notable improvement on the cleanness of the eggs, and the despatch with which these are placed on the market, making bad or rotten eggs an impossibility, greatly tends to the faith of English and Scotch consumers in their claim to be 'New Laid.'"

MISS M. GERTRUDE FRODSHAM, B.A. Lond., resident lecturer at the Cambridge Training College, has been appointed Head Mistress of the new St. Saviour's and St. Olave's Grammar School for Girls, New Kent Road, Southwark, which will probably be opened in January next, in the new buildings now in course of erection. Miss Frodsam was a pupil at the North London Collegiate School for Girls, and a scholar of the Royal Holloway College, whence she took the London B.A. degree and Oxford Honours Mathematical Moderations, Class II. She received her professional training at the Training College, where she held the Gilchrist Scholarship and obtained the Cambridge University Teachers' Diploma, First Class (Theoretical and Practical). She was senior mathematical mistress at the Swansea High School, and since January, 1898, has been resident lecturer at the Cambridge Training College.

FROM a Parliamentary return we hear that the total amount of voluntary contributions for the year preceding the first payment of the aid grant under the Act of 1897 was £801,615; in 1898 it dropped to £751,084; in 1899 it rose to £783,292; and for 1900 it slightly exceeded the total of 1898, reaching £806,967. The amount of aid grant paid for the financial year ending March 31, 1902, was £618,232; of this Church of England schools received £462,438.

How hard it is to write history! Two correspondents in the *Spectator* were themselves among the victims of Dr. Keate's colossal flogging in 1832; yet Mr. F. Freeman says it was applied to "two forms—some sixty to eighty boys"; "E." says it comprised "three whole divisions of the school and can hardly have been less than a hundred and forty."

OF the many Coronation gifts none is more appropriate than that of Mr. Herbert L. Storey, who has placed £10,000 at the disposal of the Lancaster Town Council for the purpose of erecting a technical school as an adjunct to the Storey Institute, founded by his father, the late Sir Thomas Storey.

THE Supplementary Regulations for Secondary Day Schools and for Evening Schools just issued by the Board of Education may be confidently proclaimed the cheapest publication on the market—four hundred royal octavo pages, with illustrations, for 4d. Many not directly interested will care to possess it for the sake of the elaborate syllabuses of art and science teaching. It contains also the amended Teachers' Registration Order in Council.

MR. JOHN ADAMS, Rector of the United Free Church Training College, Glasgow, has been appointed by the Senate of the University of London Professor of Education. The chair, it will be remembered,

is held in combination with the Principalship of the London County Council Day Training College. There was a strong field of candidates, including Mr. P. A. Barnett, H.M.I.S.

THE University of London recently appointed two Professors of German, at a salary of £500 each—Dr. Priebisch and Dr. Breul. Fortunately for Cambridge, Dr. Breul could not be tempted to leave his present post. Dr. Breul is at present engaged in the revision of Cassell's "German Dictionary," which he hopes to complete by the end of the present year. It will be virtually a new work.

THE Council of the College of Preceptors have appointed Mr. T. Gregory Foster and Mr. A. T. Ashton Examiners in English. For the College Certificate in Practical Teaching there were this year eleven men candidates and nine women; all but three men passed.

IT has been arranged that the first Annual Conference of Science Teachers in the North of England shall be held at Manchester on Friday and Saturday, January 2 and 3, 1903.

ANOTHER New Testament manual by the Rev. T. H. Stokoe, D.D., will be issued by the Oxford University Press in the course of a few weeks—"The Life and Letters of St. Paul," procurable in one volume or in two, the life and letters separately. It will be remembered that the first volume of the manuals dealt with the Gospel history and the Gospel teaching. A third volume—"Early Days and Letters of the Church"—will be ready shortly.

THE Cambridge Training College is paying heavily for its merits, and loses not only its Principal, but two of its chief lecturers. Miss Punnett, as noted elsewhere, has been appointed Normal Mistress in the Training College of the London County Council; Miss Ainslie has been elected Head Mistress of the George Watson Schools in Edinburgh; and Miss Frodsam is Head Mistress elect of the new Girls' Schools, St. Olave's, Southwark.

To the perverted ingenuity of examinees there are seemingly no bounds. In a passage from "The Newcomes," set for French prose in a recent certificate examination, the words "He lies, Mr. Boulby," were rendered: "*Ci git, Monsieur Boulby.*" In the same examination "*La cigale innocente sur un arbuste assise*" was translated: "The innocent seagull seated in an arbour," but this appears a comparatively venial misunderstanding.

AT the half-yearly general meeting of the College of Preceptors the Dean proved that he was fully justified in the correction that he sent to this journal in June. The Report of the Council "abstained from pronouncing any opinion on the merits of the Bill," and a motion proposed by the Rev. J. O. Bevan, approving the principle of the Bill, met with hardly any support.

MR. KEGAN PAUL, who died on July 19, in his seventy-fifth year, was an Eton boy, and for nine years, from 1853 to 1862, a master at Eton, and for the most of this time Master of Collegers.

THE NATURE-STUDY EXHIBITION.

THE keynote of the very remarkable exhibition opened by the Duke and Duchess of Devonshire on July 23 is contained in a sentence from the very careful and full letter of explanation sent by Mr. Medd, the Hon. Secretary, to the Duke. Mr. Medd said: "We are anxious to show that for every child of every rank and age in every grade of school, urban and rural, Nature study, quite apart from any possible bearing it may have on rural pursuits or for its botanical or scientific importance, affords one of the most reliable means of developing certain faculties, upon the development of which education in its fullest sense and success in life must be based." Mr. Rooper, H.M.I., in his introduction to the catalogue, adds to this the pious aspiration that "to revive the lost or vanishing interest in the surroundings of the child's home is the aim of thoughtful parents and teachers, both in Europe and America." Great pains have been taken by the authorities of the exhibition to make clear the distinction between science proper—the knowledge of a special branch—and Nature study—the awakening of the interest of children in a world outside themselves. No wonder that much was sent in which could not by any means

be accepted, and that much had to be accepted which went a long way beyond (or below) the intentions of the Committee. On the other hand, it was practically impossible to show growing things or actual gardens, and, with the exception of a small tent of produce (not of the best), photographs of the gardens or of the students at work had to take the place of the real thing. It was fortunate that the Committee finally excluded all trade exhibits from the ordinary stalls, and insisted upon apparatus, collections, and designs being the original work of teachers and pupils. In future years, no doubt, a scene for the exhibition will be chosen where there is ample room for the best exhibits to be displayed, where a passing shower does not cause drips through the roof upon the stalls, and where teachers and pupils can visit the show without a long day's journey to a place where no refreshments are available.

When one considers that the Committee which brought the show into existence is not a year old, and consists largely of the "salvage" of the Association which collapsed after the failure of Lady Warwick's flower show mixed with a co-operative congress at the Crystal Palace last year the success of the venture can be appreciated. To Sir John Cockburn, the very business-like Chairman of the Executive, and Mr. Medd, the enthusiastic and untiring Hon. Secretary, this result is principally due. A word of praise must be given to Mr. A. Taylor, who was mainly responsible for the arrangement of exhibits. The series of conferences proceeding as we go to press, and under the care of eminent specialists in every branch of the subject, are not the least valuable part of the programme. They are daily attended by teachers in large numbers from all parts of the kingdom.

To turn to the actual exhibitors, these may be best dealt with under the headings of (1) colleges, (2) first-grade secondary schools, (3) second-grade secondary schools, (4) continuation schools, and (5) elementary schools. As regards the first group, every agricultural college of importance, most of the University colleges, and the principal training colleges sent in exhibits. Specially noteworthy are the sets of apparatus made of simple and cheap materials from elementary schools, which are employed to illustrate the teachers' holiday courses at Wye College, the scheme of vacation courses in use at the Harper-Adams College (especially Mr. Foulkes's agricultural chart), the diagrams of plants and plant diseases from Holmes Chapel College, Cheshire, and the complete scheme of study connected with the "Fall of the Leaf" sent in by Salisbury Training College. The other training colleges are disappointing, while the Froebel Institute sends in specimens which, though interesting, are wide of the mark.

Turning to first-grade schools, Eton, St. Paul's, and Cheltenham Ladies' College are the only ones to make a good show. Museum specimens abound; but St. Paul's shows some first-rate "out-of-school" work, no doubt compiled largely for the annual competition for the Smee Prizes; to this a bronze medal has been awarded. It is most important for such schools to have a field club. Eton shows a fine collection of dissections used in teaching. The second-grade schools are very much to the fore. The Girls' Clergy Orphan School at Beachey has delightful and artistic portfolios of specimens; but James Allen's Girls' School, Dulwich (bronze medal), has the best all-round exhibit in this class—the collections illustrating the dispersal of seeds and fruits are particularly noticeable, while the "Nature Calendars" are almost unique. Among the boys' schools, Bedales (bronze medal) is naturally to the fore with its illustrations of boys engaged in highly technical and practical occupations as part of their school work. Tiffin's School, Kingston (bronze medal), was singled out by the judges for special praise on account of its diagrams and specimens illustrating the geology of Surrey and its collection of useful insects; while the Countess of Warwick's School at Bigods has a capital illustrated scheme of work.

The continuation schools are not well represented in quantity, no less than six out of the eight in the group coming from Surrey and being included in the collective exhibit sent in by that County Council, to which alone of public authorities a bronze medal has been awarded. A complete series of photographs of school gardens, with the schemes of instruction for some dozen selected schools in the same district, are attached. Home-made apparatus, specimens of grafting, budding, and basket work occupy most of the space in this class. Elementary schools are well to the fore. Collective exhibits from

all the principal School Boards (that sent in from Liverpool being easily the best) take up most of the space. School journeys, meteorological work done by children and photos of them at work, observations by means of simple instruments, are alike admirable. Manchester School Board has a more formal exhibit—good of its kind, but not all Nature study; while London is disappointing. Nearly a hundred separate schools send in specimens and photos of pupils at work in the fields or in the school gardens. Three County Councils have anticipated the Education Bill by including the work of picked elementary schools in their collective exhibits. Cheshire selects nine schools, Hants seven, and Surrey nine, together with several day-school gardens. The maps of the districts shown by the Bunbury School, Cheshire, and Weybridge School, Surrey, attracted considerable attention, and received certificates of distinction; this work is highly educative, and quite the best way of teaching the elements of geography. There can be no doubt that the exhibition has proved that much more work in the direction of Nature study is being done than was supposed, and that our education is gradually becoming less bookish and more real, in spite of the wails of the despondent agriculturalists.

NOTES ON THE CHILD-STUDY CONFERENCE AT EDGE HILL TRAINING COLLEGE, MAY 9.

By A TEACHER.

FRIDAY AFTERNOON, MAY 9, 1902.—THE RECEPTION OF THE DELEGATES OF THE B.C.S.A. AT EDGE HILL TRAINING COLLEGE.

A SERIES of rapid, but distinct, impressions are taken during the first few seconds after one has entered the room, as the glance sweeps round and over all. These are they: There are few of those distressing spaces so depressing to a hostess; even now they are being rapidly filled up, and it is well within the first hour; this promises numerical success. The visitors are, for the most part, seated in tiny groups, chatting, very possibly, about the important Conference events of yesterday, to each other, or to some member of the college staff. On occasions of this sort no lady need suffer any anxiety connected with the dress question; it appears to be equally allowable to make oneself agreeable in a travelling costume, or to dispose an elegant silk train in picturesque folds on the floor, while having the satisfaction of making to fulfil its mission some afternoon blouse of fashionable fragility. The table at the far end of the room is a mildly refreshing sight; its tea equipage gives the room a home look. One notices the college colours in the long stalks of iris, an evident æsthetic decoration, joining with the apple-blossom picture and other floral wall-pictures (which one nods to mentally with the *camaraderie* of old acquaintance) to make a restful still-life fringe to the inner rectangle of life and movement. There is a lull in the subdued hum of voices as a part song, or Welsh song, is given by the students; ignorance greets knowledge with a respectful silence, while we listen blankly to a language as understandable to many of us as that of the Passamaquoddies.

One never realizes that the shape of a carrot matters much until one tries to model it, and succeeds only in making caricatures of Nature. Some of the inedible carrots which the students had almost finished modelling in clay were, however, certainly recognizable, for what they were intended to represent, by the child-study visitors to the college, who spent some well occupied moments, in this class-room full of students, looking at a variety of specimens of their Froebel work. Usually, those not initiated into the inner mysteries of the exercises connected with "Froebel's Gifts and Froebelian Occupations" cannot, at first, add sufficient imagination to what they see represented; and make-believes for the children are painfully or ludicrously difficult to reconcile with the group of ideas which the name calls up into consciousness. Children do not look at the world as grown-up people do, and Froebelianism in many ways helps the child-student to see as a child sees.

FRIDAY EVENING.—THE PRESIDENTIAL ADDRESS, AND THE DISCUSSION FOLLOWING.

We agree with the President in thinking that "stagnation is the result of routine work." The President's thought suggests a train of them. Routine work is following the so-called payments-by-results system into exile. The self-activity of what used to be called the faculties of our children must not be repressed; and it is striking a discord in the harmony of Nature if we introduce the ideas of adults among those belonging to an earlier stage in the history of the individual and of the race; these are present-day beliefs of many teachers. So far good! But, though the Land of Freedom is, undeniably, a fruitful

and beneficent one, it joins at one extremity the Land of Licence—we must not forget this. The stern old ways and rules of life are slackening for the young and for the adult. Is it humanitarianism or *laissez-faire* which makes us believe not in punishments? There is an acknowledged general tendency to float with the stream and not to row against it. When we have no wind and waves to occupy us we often fiddle or dream in our boats. This kind of life pleases the inherent idleness of our natures, and the next step is to make amusement and pleasure the aim of life. Is not this a way to degeneracy?

In the discussion which followed the Presidential address, one member spoke upon this very interesting matter of degeneracy in some of its other aspects from the medical standpoint. One felt sorry that the discussion could not turn upon this very important question for a time; there was more ground for expression of opinion in it than in the President's admirable address, which left unsaid whatever might be forecast to be debatable. The question of degeneracy, in its many phases, is one of the burning questions of the day, and, in our minds, at the time we heartily thanked the gentleman who brought it forward.

In the school world, how is it? Are we floating with the current or stemming it? In some schools this is the time of the year for choosing new school readers, and one naturally makes comparisons with the past ones. Year by year they become more gorgeously illustrated to make Herbert interested in the other contents of the book, which, in some cases, are becoming subordinated to the scheme of colour and form which occupies so much of the space between the paste-boards. Elsie must have fairy tales and pretty amusing stories; she doesn't like dry information. But Herberts and Elsie will probably have to do and bear many things in the grown-up days which they do not like. The President's voice struck in among these thoughts with the incontestable truism: "Schools should prepare for the probable future."

We were told also that it is a good thing to take our children to local museums. This is true; but there are teachers who would, without any hesitations or modifications whatsoever, put country excursions far before visits to museums. The President did not mention country excursions. When the children study mineral, plant, and animal where it is found naturally, the senses give them *Anschauung* in a very full way, and *Anschauung* is at the beginning of research work. The children can work accurately as little research students, with the teacher as guide and suggester, in the great laboratory of the open country. They can "observe, think, do, know." Only limited opportunities of doing part of these are possible in a museum. (Stress is laid on research work, because it is truth seeking.) Excursions into the country have a health advantage on their side not possessed by museum visits. In these days of nerves and ailments, the results of the departure from the natural, "we are far behind the greatest barbarians in the A B C of acts and actions" (gymnastics). Gymnasiums are the accompaniments of the artificialities of the age. Their exercises are needed; but let us have the less conventional physical exercises, too, if we can. A race down a hill in the sunshine, a climb in bracing moorland air give leg-drill and breathing exercises along with other health-giving accessories; while any one in need of special balance and arm exercise can be sent to climb for a flowering branch of sycamore at this time of the year, and join the group to examine the spoil, within eye-reach of the source of the subject of study. This is preferable, from physical and mental points of view, to looking at a mummy through a glass case in a musty-smelling room, and having the unsatisfactory ear-gate most in use for "Sie sollen es fassen nicht im Denken sondern in lebendiger Anschauung" (Fichte). There is a prospective moral good for society in country excursions, which give our boys and girls a love for pure air, sunshine, and what is naturally, and not artificially, beautiful. Nature study leads them to love animals, and that in itself will make the world less callous. Tinsel and paint, in murky yellow gaslight struggling through impure air, will have no attractions for a Nature lover.

"Girls should be educated as thoroughly as boys" caught the ears of girls' teachers. Some of us hoped to hear the President continue: "but in a different way." This he did not say; but we took it for granted that he meant it—that is, if we are to take seriously a previous statement that "schools should prepare for the probable future."

Some very good thoughts, altogether unconnected with the address, were voiced by those who took part in the discussion. It would be a good thing, one speaker suggested, if travel scholarships were more within the reach of teachers. Yes; but there ought to be a careful scheme, at the same time, connected with them to ensure that real merit wins the prizes. Two of the speakers who spoke from the medical point of view pleased, apparently, the thoughtful part of the audience by bringing to the front questions which need attentive consideration.

Miss Louch, of Cheltenham, gave much helpful advice to girls' teachers, many of whom would be pleased to hear her insist that backward children are not "stupid," but "interesting"—so they are, to a true teacher. When we think how much nearer to Nature children are than grown-up people, we feel sure that artificiality and insincerity must puzzle, distress, and even repel them; therefore we agree most heartily with the lady speaker in thinking that, "if our religion is to do any good to the children, it must be sincere."

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(1) When ought the professional training to come? Is it to be before graduation? (I use that term to include the getting of any of the certificates of general education recognized by the Order in Council.) Or is it to be after graduation? Or is the professional training to go on *pari passu* with the academic? For it to come before graduation seems harmful in two ways—wasteful of time, non-conservative of force. The girl (I write as a woman of women teachers) gets her training as a mere school-girl. She has not obtained the larger culture and the mental

development which the higher educational course would give her. And with her untrained school-girl mind, her limited experience, and her lack of the sense of responsibility, she comes to deal with the difficulties which confront the beginner in the work of education, both in the lecture-room and in the class-room. With these problems she would be far more competent to deal three years later.

Again, the girl whose professional training comes before graduation cannot go out at once to put into practice in the class-room, and to bring to the test of her own experience, the principles and methods in which she has been instructed in her professional course. She must lock them away to moulder and rust while she travels into fresh fields, and for the space of two or three years explores new regions of thought. Here is great waste of energy, great dissipation of force. When her academic course is over and she comes to teach she will probably find that she might almost as well not have had her year of professional training. Her mind will have been so long centred upon herself and her studies that she will be out of touch with children and their needs, and will find that she has forgotten much that she learnt in her training course.

If, again, the professional training go on side by side with the academical, as is the case in several of our Universities and University Colleges, there is, as those who work the system frankly confess, a distraction of mind injurious to both parts of the work and harassing to the student. The degree course is naturally that about which the student is most anxious; the other course is a secondary affair, and only half-hearted attention is given to it. The student probably takes a poorer degree than she would have done had she worked only for the degree, and she never becomes (as she ought to become) keenly interested in her professional training—it is a nuisance and a hindrance to her; whereas it should be a strong interest and a help.

If, then, there is one thing that seems clearer than another, surely it is that the professional training should come after the academical course, whatever the nature of that may be. If it be placed after that course, the student trained to habits of independent thought and work, with powers developed, and yet with mind absolutely free to give itself wholly to the professional course, enters on professional training in the best possible condition for profiting by it. Often strange and awkward at the work at first, such students usually shake off all that very quickly, enjoy the work, and do well. Many do well from the very first. For the study of a profession time is needed, leisure to ponder problems, to consider methods, to contemplate thoughtfully the great issues at stake in dealing with young, growing minds—such study is perfectly different in character from preparation for examinations and the sort of work necessary to get one's degree. It requires a mind at leisure from itself, a sympathetic attitude towards others, a mental condition incompatible with the claims made on one's energies in going through a graduate course. I have myself, in training young teachers, tried to combine the two courses, the academical and the professional, and have found the mistake of doing so. I have quite given up the attempt, and with us now the two courses are totally distinct.

2. The question of the best place and the question of the best means of training teachers form really but *one* question. For the place or the system which can afford the best means is of course the best—the how must settle the where.

The Order in Council recognizes three possibilities :—
(1) The courses of professional training devised by the Universities; (2) training colleges established for the express purpose of giving professional training; (3) the establishment of a system of student-teacherships. To the courses of training devised by the Universities so far, there seem to me two serious objections. The money difficulty has led the Universities to open their courses to students who have not yet completed their degree work. Such training is only a *pis aller*, perhaps better than nothing—though of that I am not sure—too often a mere *simulacrum* of training. Also there is far too little practical work. It is almost impossible for some of the Universities to get admission for their students to schools in which they may practise, and they have not practising schools of their own which at certain times may be manipulated wholly in the interests of students.

Of the work of training colleges I shall say something presently. Let us pass now to the third mode of training indicated.

The Order in Council seems to show a readiness on the part of the Board of Education to recognize as professionally trained those who have been student-teachers under supervision at some approved school for at least one year, and who have passed some approved examination in the theory of teaching.

Now, though the battle of training is won, the battle of the training colleges is not yet won. This clause in the Order in Council seems to show that, and the discussion which took place on June 14 last, at the Head Mistresses' Conference, on the question of training, showed that there are some amongst the members of the Association of Head Mistresses who are not altogether satisfied with the work of the training colleges, and who are wishful to attempt the training of teachers by making use of a system of student-teachership.

Now does the establishment of student-teachership as a mode of training mean that a small and very select number of our very best and largest schools, with good buildings and equipment, thorough organization, a first-class staff, money to spend on the work of training, and every means at their disposal necessary to make the training thoroughly efficient and liberal, shall become the training colleges of the future, training not only their own girls, but girls from other places of education? Does it mean that the training shall be post-graduate? Does it mean that the training department shall have its own properly qualified staff of lecturers and teachers of method? Does it mean that the number trained, while not too large for thorough work, shall be large enough to secure that variety of view and that *esprit de corps* essential to work of this kind? Does it mean that steps would be taken to get access for the students to other schools, and practice in other schools, besides the practice which their own school would afford? Does it mean also that facilities would be afforded for professional reading and for free discussion of the educational problems of the hour?

If it does mean all this, nothing happier could be conceived for the cause of training than that our great schools should put the topstone to their work by becoming training colleges. For every training college ought to be connected with and bound up with, ought to be an integral part of, a great school, in which all kinds of teaching can be seen and practised by the students. But the school *must become a training college*; it must fully organize a training department with a staff of its own and every means at disposal for doing the work of training thoroughly. Therefore, if the clause in the Draft Order in Council which authorizes student-teachership could in any way be construed to mean a system recognizing the formation of little groups of student-teachers working in schools under form mistresses without that large and liberal provision for training of which I have spoken, or if it could be construed to mean anything like the old system of student-teachership as so many of us have known it, there are numbers of heads of schools who would greatly regret that the clause had ever been inserted in the Draft Order. And, indeed, if our support of the principle of the clause could be interpreted by the general public as an expression of approval of what is usually understood by student-teachership, we should have done great harm to the cause of professional training for the teacher and true education for the child by giving our support to the clause. For anything like what is generally involved in "student-teachership" is to be deprecated on many grounds :—

1. The training course of the student-teacher is not by the wording of the clause bound to be post-graduate or post-academical. It might come, as it has almost always come in the case of the student-teachers of the past, *before* the academic course, and, if so, it would not come at the best time. It would have to be followed by an academical course; or there would be an attempt to combine the two courses, to the detriment of both. And, indeed, I very much fear that in most cases the student-teacher *would* be one who had not yet graduated, or gained whatever certificate of general education she might have chosen in place of a degree; for not many young people who had left school for three or four years to work for a degree would be prepared after that to become student-teachers either in their own school or in any other.

2. Poor schools would be tempted to try to get themselves "approved," and then to employ student-teachers, as a matter of economy; or, by remitting fees, schools might make use of the system of student-teachers to induce elder girls to stay on, to pass some examination which should bring credit to the school. The system seems one liable to many abuses.

There are here and there schools in which it is worked admirably; but in far too many the student-teachers are mere hacks and drudges, or they are set to do—and do it most incompetently—the most delicate and difficult and important of all work—the teaching of the lowest forms—or they simply idle away much of their time in irresponsible gossip, neither pupils nor mistresses, and often a source of friction and of mischief. In short, the evils of the student-teacher system are many—and very serious.

3. Is not a student-teacher usually a person who pays reduced fees or no fees at all? Would not student-teachership be understood by many to refer to the sort of arrangement covered by the odious expression “on mutual terms”? We shall never take our right place as a profession until we recognize that a person who wants to be trained to practise teaching must pay for the training, as surely as the doctor or the lawyer pays for his.

4. To train little groups of student-teachers in separate schools would be a most expensive matter, if the training is to be effectively done. Indeed, it is so costly a matter to train young teachers properly that only wealthy schools could do it adequately. If you have but half-a-dozen students, you must yet have your reference and lending library of educational works, you must have your teacher of method, who must be able to give his or her whole time to the students, and who must be a person of exceptional powers and knowledge, since he or she must be the lecturer on psychology and on teaching methods of all kinds, and must also be the critic and general supervisor of the practical work of the students, co-ordinating the theory of the lecture-room with the practice of the young teacher with the class. Nor would the teacher of method be the only lecturer needed.

5. But let us suppose, if you like, that we are to understand by “student-teachers” girls who have completed their academical course and girls who pay for their training, and let us suppose they are not student-teachers in the old sense at all, but quite a superior kind of article; let us suppose also that wherever they exist there is a mistress of method and at least one other lecturer at their disposal, and that they have access to libraries—even granted all that, they cannot in little groups working in ordinary schools up and down the country get an adequate training. They cannot get what a properly organized training college can give them.

And so now I come to speak of the third of the three modes of training mentioned in the Order in Council—the training-college course. In the training college the student has a whole staff of lecturers at her disposal. Psychology, logic, ethics; methods of teaching, both general methods and special; physiology in its bearing on school-work: hygiene and sanitation and their relation to school buildings and school conditions; class management and discipline—all these are dealt with by experts. Voice-production is studied; special training is given in blackboard drawing, and in the rapid making of illustrations before the class and other modes of visualizing facts. The history of education is studied and some of the most important works of thinkers on education are read. Special lectures are given from time to time by visiting lecturers. There is free discussion of educational problems—education becomes a question full of interest. The presence of a number of students all eagerly working at a professional training, in all the details of which each is keenly interested, stimulates and brings with it a breadth of professional culture and a widening of the view quite impossible when only a little handful of students work together in a school.

Then, again, the training college can get access for its students to other schools besides the one to which it is itself attached. We, for instance, at Camberwell have, during the last few years, besides the frequent practice in our own school of over four hundred girls, had our students practising in two private schools—one of them a large preparatory school for boys, an ordinary Board school, a higher-grade Board school, a Church elementary school, and a Church middle-class school.

I am afraid it is a difficulty for those at the head of training colleges to understand what it is in their modes of work with which the heads of schools are dissatisfied. But, if the heads of the colleges can meet (as we hope is to be accomplished shortly) some of the leading heads of schools for a conference on this question and have free and full discussion, it will surely be of very great service to us all. On the one hand, it must probably

be admitted that the colleges have been to blame in several ways.

1. The training they have given has not always been sufficiently practical. Pestalozzi talked of “that miserable divorce of words from things”; in too many of the training colleges, both the day colleges for elementary teachers and the secondary colleges, there has been a “miserable divorce of theory from practice.” You might almost as well undertake to train a doctor without his walking the hospitals as to train a teacher without a thoroughly equipped school of many classes in which practical work may be constantly studied. The training college needs a school into which the students may be turned loose whenever desirable; where they can be free to enter any classroom and see experienced teachers at their work; which during certain hours can be made their practising ground; the organization of which they can study; with the discipline of which they can become familiar; which can be their own school, to be known through and through, and not seen only at set times. Students should also be made definitely responsible for some part of the work of the school—giving courses of lessons, setting and correcting papers, making their own syllabuses; held responsible for the discipline and progress of the pupils in the subjects assigned them. The heads of schools need to bring all their influence to bear in the direction of securing a more practical sort of training.

2. Another evil, I fear, has been that the abler students in the colleges have not always had the kind of teaching practice that they most desired and needed. Where a college has no practising school of its own, or where its school is so small that it has no sixth form, and perhaps only a very small fifth, it is difficult to get teaching practice for students specially fitted and especially desirous to teach advanced work to older girls. Sometimes, too, the work of the colleges as a whole has seemed trivial to women of University training who have entered them. The better students need to be better cared for. Yet the colleges have perhaps been rather to be pitied than blamed for this; for they have had a good deal of poor material to work on, and in trying to do their best for the weaker students the abler ones have sometimes been fed with milk when they wanted strong meat.

3. The training course has sometimes been too short. It is matter of satisfaction that the Order in Council demands “at least one year” in a training college. We at Camberwell have often found it well to advise a student to remain an extra term, or even two terms, to get additional teaching practice.

4. We must admit that the tone of the training college student has not always been sufficiently humble; to use an expressive though inelegant colloquialism, she has been too “cock-sure,” she has too often worn the air of one who was perpetually wishing to assure the world that “It is we trained teachers who know.” But, if the colleges have had their faults, have not the heads of schools been sometimes a little unfair to the colleges? These young college-trained teachers must perforce be lacking in experience. Have not head mistresses often demanded too much of them? They are bound to make mistakes, and to fail more or less, as even we do sometimes, after all our years of experience. Perhaps, too, head mistresses have been a little unfair in another way. They have too often not encouraged their best pupils to get trained, but have sent to the colleges only their less promising pupils. This requirement of the Order in Council that *all* shall be trained will, it is to be hoped, send the colleges better as well as more plentiful material in future. Also, if it can only come to be recognized as a *sine qua non* that the academic course precede the professional, we shall have in this recognition a means of improving the material upon which the colleges have to work.

To sum up, it is devoutly to be hoped that—while, no doubt, many heads of schools will welcome the “student-teachership” clause (2, ii.) in the schedule of the Order in Council, as supplying a new means of training, and as making it possible for certain “approved” schools to become also training colleges for teachers—every effort will be made to secure (1) that only those schools shall be approved which are so equipped and staffed as to be able to fully organize a training department and to furnish liberal and comprehensive training of a strictly professional character; (2) that only students who have already completed their graduate or academical course shall be accepted as “student-teachers”; (3) that proper fees shall be charged to

students thus seeking training, while at the same time really promising but needy students are aided as far as possible by means of bursaries and loans; and (4) that the work shall be done under regulations laid down by one of the Universities (*i.e.*, Cambridge or Oxford), and that the examinations taken by the students, and the diplomas granted to them, shall be those of the University to which the training department of the school is affiliated.

CAROLINE E. RIGG.

TEACHERS' GUILD NOTES.

THE Council of the Guild have amended Leaflet No. 6, on "Educational Legislation and the Future of the Higher-Grade School," in accordance with the resolution of the Annual General Meeting in May last, and will publish it in its new form in the *Teachers' Guild Quarterly*, October 15. The original leaflet was published in October, 1901, and the new draft speaks as at that date. It is hoped that, in its new form, the leaflet may be acceptable to all members of the Guild.

MEMBERS are asked to bear in mind that there will be a General Conference of the Guild at Plymouth in the week after Easter Week, 1903. Among the subjects for discussion will be the following:—(1) "The Essentials of a School Curriculum (a) for Girls leaving School at sixteen or seventeen years of age, (b) for Boys leaving School at sixteen or seventeen years of age"; (2) "The Essential Principles of Educational Hand-work"; (3) "At what Stage or Stages should Nature-Study become (a) Botany and (b) Physical Science respectively?"; (4) "On what Conditions should a Secondary School become a 'Recognized School' so as to satisfy the various requirements of the Order in Council establishing a Register of Teachers?" A careful selection of proposed openers of discussion has been made, and some authorities in the United States on the subjects chosen will be invited to send short papers. The distance of Plymouth from London will deter many members from attending the Conference, but it is hoped that not a few will make a special effort to be present. Outlying branches welcome with special pleasure opportunities of intercourse with fellow-teachers from a distance.

CORRESPONDENCE.

THE REPORT OF THE COMMITTEE ON MILITARY EDUCATION.

To the Editor of The Journal of Education.

SIR,—Your Occasional Notes on this report tempt me to ask leave to say a few words about it. The *Times* regards it as "a sweeping condemnation of the methods by which young officers are generally educated before joining the Army, and technically trained after receiving their commissions," and you seem to see in it a breakdown of the competitive system. "Is it possible," you ask, "that the application needed to ensure entrance to Woolwich or Sandhurst in itself destroys the wider development of intelligence that is known as common sense?"

As I read the report and evidence the upshot is quite the opposite of this. It would be possible, no doubt, to make out a strong case against paper examinations from the incidents of the late war; to contrast the wily but unlettered Boer with the product turned out by Army coaches and military colleges. But the evidence on which the Committee lay stress, and which has so startled the public, is not at all to this effect. Lord Roberts, for instance, has no fault to find with the young officers physically or morally; but their education should be higher. Many of them cannot make satisfactory reports from lack of the power of expression. Colonel Henderson brings out the military importance of this point: "An officer who cannot express himself clearly cannot write clear orders or clear reports, and a great deal depends on the character of orders and reports." When it comes to technical training there is a want of keenness among them. Their idea is, according to Sir Ian Hamilton, to do as little as they possibly can. I feel quite

certain," says Sir Evelyn Wood: "that you must have an examination to make my brethren work; I am very sorry to admit it, but it is the fact that the greater number of boys will not work unless you put a fence in front of them that they have got to get over."

It is true that some people are inclined to argue that this want of keenness is the reaction from over-strain, but it is least perceptible in those corps where the strain has been most severe. "Do you consider that that word 'stale' is rather a catchword without much meaning?" asked Mr. Walker; and the answer of the Commandant at Chatham was: "I think staleness is the loss of stimulus." What seems to be wanted, then, is that we should go forward rather than go back, raise our standards, and find inducements to more sustained efforts. There is nothing to show that we have been working on the wrong lines, but we have been too half-hearted about the lines we have worked on.

Take the case of Sandhurst. A Committee has usually some particular *raison d'être*, and it looks rather as if the *raison d'être* of this one was to give the *coup de grâce* to Sandhurst. Fourteen years ago Lord Harris's Committee reported in favour of the retention of Woolwich and Sandhurst, on the ground that State-aided military colleges furnished the best means of training young men to be officers, and that the benefit to the service was sufficient to justify the expenditure. Since then the demand for officers has been steadily increasing, but it has not been met by the enlargement of Sandhurst. The course has been reduced from eighteen months to one year, to the detriment of the finished product, but the extra supply has been mainly drawn from other sources.

A back door into the Army was hit upon, by way of the Militia, which circumvented the examiner and was much appreciated by rich and influential people who had backward boys. In time there came to be such a run upon this back door that even here there was something of a competitive examination to be faced. But this method had another merit—it helped to solve the difficult problem of finding subalterns for the Militia. True, they are "birds of passage," but one flight succeeds another. Hence we find colonels of Militia, men like the Duke of Bedford, Lord Selborne, and Lord Raglan, strong advocates of this mode of entering the Army.

The demand for officers was more than trebled by the war, and every possible source of supply had to be tapped. Excellent men have been obtained on emergencies by nomination from the Universities. Military idealists feel that it would be a good thing to secure a permanent infusion of University culture among officers of the Army, and they are quite right if they can get the genuine article—the man who has taken his degree, and not the man who has merely read for twelve months at Oxford or Cambridge with an Army coach. The Universities, for their part—English, Scotch, and Irish—welcome the prospect of fresh rewards to offer to their students, and are ready to do what they can to meet military demands.

All these different interests are more or less adverse to Sandhurst, and they are reinforced by the Treasury, which would like to shift the whole cost of education from the public to the parents. They are also supported by the crammers, who have a fruitful field with Militia candidates. And they have lately had another ally. Till 1899 there was a Director-General of Military Education, whose business it was to consider the subject as a whole, and to make himself familiar with its problems and its fallacies. Four years ago this office was abolished, and the supervision of military education was entrusted to the Military Secretary—a most unsuitable arrangement, as Lord Roberts remarks. The late Military Secretary, Sir Coleridge Grove, was strongly in favour of University candidates for the Army; he was very doubtful, "or more than doubtful, whether it is desirable to retain Sandhurst at all."

It is not surprising, then, that the Committee started on their inquiry with a distinct bias against Sandhurst. They put leading questions dwelling upon its cost, and underrating (owing to some mistake) the extent to which it could meet the requirements of the Army. But the balance of evidence proved to be so distinctly in favour of the Sandhurst training that, instead of recommending the abolition of the College, the Committee has recommended its enlargement and the extension of the course to two years. In this, as in most other points, they have shown sound judgment; but what I want to em-

phasize is that their report is not a sweeping condemnation of the methods by which young men have hitherto been educated for the Army, but rather an endorsement of these methods, if thoroughly carried out.

I should like to add a few words with reference to the speech made by Lord Lansdowne in the House of Lords on July 17. It was he who abolished the office of Director-General of Military Education, and he gives singular grounds for his action. He says the Director-General was not under the military side of the War Office, but was an official subordinate to the Secretary of State. Surely, if a change was advisable in that respect, it could have been made without abolishing the office. He dwells upon the very large number of officers that have been needed for the war, and says: "I maintain that, if at that time of stress you had two different officials, the one responsible for testing the fitness of candidates, and the other for appointing and selecting them, it would have been impossible to bring in that great number of young officers into the Army as rapidly and as smoothly as we did." This can only mean that a Director-General would have been more exacting than the Military Secretary who took over the duties; but why should it be supposed that he would have been more exacting than circumstances warranted and the good of the service required? Young officers, like remounts, may be passed too rapidly and smoothly.

Lord Lansdowne says it was not always possible to find an incumbent for the office possessing any special aptitude for dealing with educational problems. Is that a good reason for assigning the duties to an officer selected for quite other aptitudes, and who could devote to those problems only a fraction of his time, instead of the whole? He lays stress on the great ability of Sir Coleridge Grove, which no one would question; but General Grove himself told the Committee that circumstances had prevented his taking hold of military education as he would have wished. His time was absolutely occupied with his other duties owing to the war, and it was not the moment for any important alterations.

Lord Lansdowne urges that, if Sandhurst has got into a bad way, and military education is deficient in other respects, that at any rate shows that the existence of the office of Director-General afforded no guarantee against deterioration. As regards Sandhurst, he says that long before the recent disturbances Mr. Brodrick had made up his mind that radical changes, both in the *personnel* and in the system of Sandhurst, were inevitable.

But it is now more than four years since the office was vacated, the last Director-General being retired on account of age on March 14, 1898. The present Governor of Sandhurst was appointed several months afterwards, and the length of the Sandhurst course was reduced on account of the war. This has happened under the *régime* of a Military Secretary who was a disbeliever in Sandhurst, and who (as Lord Lansdowne mentioned) originated this Committee, which was to consider whether it should be maintained. That the present state of things there is unsatisfactory is due, no doubt, to a combination of causes, especially to the unprecedented stress of the war. But it is preposterous to say that it shows the valuelessness of the office which Lord Lansdowne thought fit to abolish.

As regards the training of the young officer after he has received his commission, I will not trespass on your patience. It is a large subject, bound up with Army organization, and was apt to carry the Committee out of their depth. It is almost grotesque to see Dr. Warre expounding to Lord Roberts an improved method of supplying drafts to regiments serving abroad. There is no question that the training of the young officer depends above all things upon the competence of those over him, and the experience of the South African war will do more for it than the report of any Committee.—I am, Sir, Yours faithfully,

E. M. LLOYD, Lt.-Col.

Sutton, July 18, 1902.

INSPECTION OF SECONDARY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Mr. Humberstone's article on the "Inspection of Secondary Schools" is an evidence of the growing interest of the profession in the administrative changes which the Board of Education have already introduced into some schools, and to which many eyes at the present moment are turned with anxiety. Much that he has written will commend itself unreservedly to the general reader, but it is doubtful whether he

has not exaggerated the tendency to "petty fault finding" which his acquaintance with the inspectorate has revealed to him.

It may not be unwelcome to members of the profession contemplating with mixed feelings inspection in the near future to know that in the experience of several years of inspection the writer has invariably been visited by men of culture and tact keenly alive to appreciate efforts to improve the condition of the work in the schools they inspect. I write efforts advisedly, because in many secondary schools seeking support from public schools, the *results* are, from a multiplicity of causes (not in most cases the fault of the staff), below the standard that responsible teachers themselves wish to produce.

Much has been said and written lately about the poor prospects attending entry on the teaching profession, and the alleged dismal outlook has been thrust forward as some excuse for neglect of professional training on the part of would-be teachers. If the latter will take the trouble to make themselves efficient in the business of the class-room, they will find that there will be little room for fault finding by men conscientiously administering the rules of a public office. The list of public appointments in the papers shows that the teaching profession contains as fair a proportion of prizes as any other vocation needing little initial capital.

Perhaps the compilers of the Board of Education Directory are to blame for not having stated adequately the academical qualifications of the inspectorate. The public, who are paying for the machinery of education, have at least the right to know the qualifications of the men selected to serve them, and a full statement of the academical or other equipment of the inspectorate would inspire confidence, which in some quarters evidently does not exist.—I am, Sir, yours faithfully,

A. E. SHAW.

Lord Williams's Grammar School, Thame, Oxon.

DIVINITY COURSE FOR LADY STUDENTS.

To the Editor of The Journal of Education.

DEAR SIR,—A course of divinity lectures for lady students has been most successfully carried on at Westfield College, Hampstead, under the superintendence of the mistress, Miss Maynard, during the session that is just over. We, who have attended the course, feel that these lectures have been of the greatest possible help to us, and we wish to make them more widely known through the medium of your *Journal* in order that others may have a similar privilege next session.

We have felt the extreme difficulty of bringing into one consistent whole the various areas of knowledge, and have feared the effects of scientific methods when applied to religious thought. These lectures have supplied just what we needed. We know that many have the same difficulty, and these lectures are intended for those who are, or expect to be, engaged in educational, literary, or missionary work—more particularly students who have had some collegiate training. The course of lectures comprises most of the subjects where difficulties arise:—(1) Criticism of the Old and New Testaments; (2) The Creed and I.-V. of the Articles of Religion of the Church of England; (3) Church History—specially the Reformation; (4) The first two chapters of Genesis in relation to Modern Science; (5) The Inspiration of the Bible; (6) The Problem of Evil, &c.

The lectures are given by Miss Maynard herself, and the Revs. G. A. Schneider (Cambridge), J. M. Willoughby, and C. Anderson Scott. The whole course occupies a session, but a student may take up work for any one term.

We feel that at this juncture Christians of *all* denominations need help in meeting (1) the indifference of the world to the great questions of religion, (2) the attacks made on Holy Scripture itself from various quarters, (3) difficulties arising in our own minds by the apparent irreconcilability of modern thought with the Christian position.

The next term begins in October. Detailed particulars can be obtained from the Secretary, Westfield College, Hampstead, N.W.—We are, yours faithfully,

MARY MORLEY, President London Y.W.C.A.

ELLEN STONES, formerly of the Missionary Settlement for University Women, Bombay.

MARGARET E. BUCHANAN, Gordon Hall, Gordon Square, W.C.

June 28, 1902.

THE MANNERS OF HEAD MASTERS.

To the Editor of The Journal of Education.

SIR,—Nothing is more indicative of the contempt felt for assistant masters than the way in which head masters treat applications for appointments. I have written many applications, and find that they are very rarely acknowledged, and hardly ever returned. The return of the application itself, of course, does not matter. But there are

printed testimonials which it would be easy and not costly to return. Occasionally, too, a candidate may send a copy of some pamphlet or review article he has written. It all goes into the waste-paper basket.

Some time ago, having been offered a post, I wrote to another head master to ask whether I had any chance of getting a more important appointment for which I had previously applied. I have had no reply whatever, and have asked in vain for a return of my papers.

Clerks and secretaries of governing bodies are, as a rule, more courteous. Some head masters, too, at any rate take the trouble to inform unsuccessful candidates of the fact that the post is filled up. But, as a rule, unless one gets into the rank of a "selected" candidate, one might as well drop one's application into the sea as into the letter-box. It would have a nearly equal chance of coming back.

The fact that assistant masters have to pay the whole of the agent's commission is an injustice of such long standing that no one appears to take any notice of it.

There was a tradition once that head masters were gentlemen as well as scholars.—Yours faithfully, _____ A SCIENCE MASTER.

UNIVERSITY OF LONDON INTERNAL EXAMINATIONS.

To the Editor of The Journal of Education.

SIR,—The process of destroying the unique character of the degrees of the University of London proceeds apace. Not content with allowing a student to matriculate in English, Mathematics, Elementary Mechanics, Portuguese, and Geometrical Drawing, the Senate have now made inroads into the Intermediate Examinations. A case has recently been brought to my notice which shows how the new system works. A student at the Royal College of Science enrolled himself recently as an internal student of the University. For a year he prepared himself in the four subjects that he intended to offer for the Intermediate Examination in Science—Chemistry, Physics, Mechanics, and mathematics. As Mechanics are not taught on present examination lines by Prof. Perry, at the college, and as a very low standard of Mathematics is required, this student had spent some time and money in extra preparation of these subjects. *Three days before* the examination commenced, he received an official letter, informing him that, as he had passed the College examinations in Mechanics and Geology, he would be required to offer only two subjects at the Intermediate Science, instead of four. Naturally he was overjoyed at escaping examination in his two weak subjects; but is the University upholding its traditions by accepting lower examinations in lieu of its own? I acknowledge that the difficulties attendant on the co-ordination of higher education in London are huge; but the University should see that it accepts only examinations that are of an equal or higher grade than its own. Even Oxford and Cambridge do this.—Yours, &c., _____ B. B.

THE REGISTER.

To the Editor of The Journal of Education.

DEAR SIR,—In your note in the July number, on a *Schoolmasters' Year Book*, you state that I am misinformed in saying that it has not yet been decided whether the Government Register is to be published. Will you allow me to say that I had this statement on very good authority? By "published" my informant, no doubt, meant printed and sold, and I still think it is doubtful whether the Government Register will be printed and sold for some time yet. There is no immediate need for publishing the names of those who are to appear in Column A of the Register, and it is quite possible there will not be sufficient names in Column B to make it worth while to print the Register for some time yet; although, no doubt, it will in the end be printed and sold. You also say: "We may safely assume that Column A and Column B will appear in separate volumes." You may be interested to know that I have been told by one who is entitled to speak with authority upon the subject that there is no likelihood that Column A and B will be published separately. I thank you for your kind treatment to the *Schoolmasters' Year Book*, and trust you will allow me to make this explanation.—Yours faithfully,

THE EDITOR OF THE "SCHOOLMASTERS' YEAR BOOK."

ARCHDEACON SANDFORD gives two interesting personal reminiscences to illustrate the educational advance that has taken place in the last fifty years. "I well remember when I was a boy at the commencement of the Crimean War hearing the frank admission of an old dame-mistress 'that she would rather face an army of Rooshans than one of them inspectors.'" He also recalls a friendly visit of surprise to another kindly old dame "keeping school" in a by-street of Exeter—"She bore the gentle inquisition for a few minutes and then broke forth: 'The children can't go beyond 8 times 7, for I can't go no further myself.'"

REVIEWS AND MINOR NOTICES.

The Life of Napoleon I. 2 vols. By J. H. ROSE.
(Price 18s. net. Bell.)

Mr. Rose has amply justified his undertaking. Vast as is the bulk of Napoleonic literature, there was no English life of the great Emperor which could be described as full, fair, and up to date, except that of Prof. Sloane. That, with all its merits, cannot be said to defy competition: a history cannot be built up of magazine articles without some sacrifices. Mr. Rose has wisely chosen to keep in the background the personal details about which so much has been written of late years. He takes as his text Napoleon's saying: "Je suis tout à fait un être politique," and focusses attention upon the part he played as soldier and statesman. He is thoroughly familiar, not only with the man, but with the period; has turned to account all the best literature on the subject; and has himself made important additions to the common stock of materials by his researches in the English Record Office.

At the same time he is not encumbered by his learning. He moves lightly, his narrative is clear and spirited, and he has a due sense of proportion. Now and then there is a misplaced figure of speech, as where he says of Barras that he was "privileged to hold the stirrup for the great captain who vaulted lightly into the saddle"; but these are few and far between.

Like Seeley and Vandal, Mr. Rose finds the keynote of Napoleon's policy in his wish to found a great colonial empire, and his antagonism to England as the obstacle in his way. This was what led him to reject Talleyrand's advice to make a firm friend of Austria after Austerlitz. He wished to build up his Continental system against English commerce, and for that purpose Austria was of less value to him than Russia and Prussia. In illustration of this point of view, Mr. Rose describes the expedition sent to Australia in 1800, nominally in the interests of geography and science, but really with political aims; and he reproduces a map from the atlas which accompanied the official report of it, published in 1807, the year of the Tilsit Treaty. In this map what is now known as Victoria and South Australia bears the name of Terre Napoléon, and Spencer Gulf is Golfe Bonaparte.

This clue may be traced throughout the whole course of Napoleon's history, and substitutes a rational method for mere lust of domination as the explanation even of the disastrous blunders of Spain and Moscow. None the less, in pursuing this object the impatient and overbearing temper of the man defeated itself. Mr. Rose is probably right in believing that the rupture of the Peace of Amiens came sooner than Napoleon wished. He would have preferred to wait till his navy was ready; but he had relied upon bluff, and "it was not in him to give way." Such miscalculation was repeated again and again, down to the conferences at Chatillon. "La première qualité d'un général en chef," he once said, "est d'avoir une tête froide, qui reçoive des impressions justes des objets, qui ne s'échauffe jamais, ne se laisse pas éblouir, éni vrer par les bonnes ou mauvaises nouvelles"; but in this foremost quality he was often lacking.

In dealing with the most questionable passages of Napoleon's career, Mr. Rose is apt to go too far as an apologist. Few will agree with him that Napoleon's "reluctant assent" to the massacre of prisoners at Jaffa "contrasts favourably with the unhesitating conduct of Cromwell at Drogheda." As regards his relations with the Robespierres, it may be questioned whether "it is impossible to conceive him clinging to the skirts of the terrorists from a mean hope of prospective favours." Napoleon habitually held that he was not to be judged by the ordinary rules of humanity: as Madame de Staël put it, he was more and less than a man.

On the other hand, Mr. Rose is too much inclined to find fault with successive British Ministries, whether in their dealings with Napoleon or with their Continental allies. If the latter had in some cases grounds of complaint, the balance of the debtor and creditor account as a whole was heavily against them. But the most serious charge is that of complicity in the royalist plot to assassinate the First Consul: "When all is said, the British Government must stand accused of one of the most heinous of crimes." No such admission as this should be made without strong evidence; yet the proofs presented are such as to

lead Mr. Rose himself to say that "the royalist plans, as revealed to our officials, mainly concerned a rising in Normandy and Brittany.

In a general biography of Napoleon on the scale of this one it is difficult to give clear descriptions of his battles, but there is the more need for care and accuracy in the few lines admissible. The following is not a good account of the crisis at Borodino, the storming of the great redoubt :—

Of a sudden, a mass of cuirassiers rushed forth from the invaders' ranks, flung itself uphill, and girdled the grim earthwork with a stream of flashing steel. There, for a brief space, it was stayed by the tough Muscovite lines, until another billow of horsemen, marshalled by Grouchy and Chastel, swept all before it, took the redoubt on its weak reverse, and overwhelmed its devoted defenders.

The writer of this is certainly not entitled to speak slightly of the frothy narrative of the melodramatic Ségur.

A few mistakes of no great importance may be pointed out. It is unfair to Harris and Baird to speak of Arthur Wellesley's capture of Seringapatam (Vol. I., page 373). Of Quatre Bras it is said (Vol. II., page 475): "Twilight set in before an adequate force of British cavalry and artillery approached the field where their comrades on foot had for five hours held up in unequal contest against cannon, sabre, and lance. The victory was due to the strange power of the British soldier to save the situation when it seems past hope." Owing to D'Erlon's absence, Wellington had actually more men at his disposal than Ney, after about 3 p.m. Dörnberg was not one of Blücher's officers (Vol. II., page 459); he commanded a cavalry brigade under Wellington. Sir Henry Bunbury was not Secretary to the Admiralty (Vol. II., page 523), but Under-Secretary of State for War. Lord Howick is spoken of as Earl Howick (Vol. II., page 116).

The last chapter of the book gives an admirable account of Napoleon at St. Helena, and should serve as a good antidote to the sentimentalism of "The Last Phase." How hollow and factitious were the complaints of ill-usage is shown by the evidence of Las Cases and Montholon. The former wrote in his journal (November 30, 1815): "It was necessary to reduce into a system our demeanour, our words, our sentiments, even our privations, in order that we might thereby excite a lively interest in a large portion of the population of Europe, and that the opposition in England might not fail to attack the Ministry on the violence of their conduct towards us." Montholon wrote to his wife the day after Napoleon's death: "C'est dans notre malheur une grande consolation pour nous d'avoir acquis la preuve que sa mort n'est, et n'a pu être, en aucune manière le résultat de sa captivité." Yet he afterwards maintained that the death had been due to a liver complaint endemic to St. Helena. A word of praise should be given to the reproductions of well chosen engravings and medals with which the volumes are liberally illustrated.

Philosophy: its Scope and Relations. By the late HENRY SIDGWICK. (Price 6s. 6d. net. Macmillan.)

This volume forms a valuable supplement to the works of its much regretted author on ethics and politics. It has not had the advantage of his revision, but it has been put together, in accordance with his wish, from separate courses of lectures which to some extent overlapped. The editor, Prof. James Ward, has been assisted by Mrs. Sidgwick, and has done his work so skilfully that the twelve lectures into which the material has been digested form a whole.

Philosophy, as here defined, is *scientia scientiarum*, the study which takes all knowledge for its province. It deals, "not with the whole matter of any science, but with the most important of its special notions, its fundamental principles, its distinctive method, its main conclusions. Philosophy examines these with the view of co-ordinating them with the fundamental notions and principles, methods and conclusions, of other sciences." So far the author is in agreement with Mr. Herbert Spencer; but he is careful to point out where they part company, and his attitude to Mr. Spencer throughout the book is mainly dissentient.

He goes on to consider the relation of philosophy to special fields of knowledge—psychology, metaphysics, epistemology, history, and sociology. This leads him back to the distinction, drawn at the outset, between theoretical and practical philosophy. Theoretical philosophy deals with what is, practical

philosophy deals with what ought to be; in other words, they are concerned respectively with the actual and the ideal. The one aims at systematization of sciences, the other at systematization of arts, including ethics and politics. The author allows that the distinction between art and science must not be made too profound—that it is a difference in point of view rather than in basis; but, nevertheless, the distinction is one on which he lays great stress, and his tendency is to exalt and enlarge the field of practical philosophy.

Prof. Sidgwick was essentially tolerant and broad-minded, and his aim was to arrive at comprehensive definitions suitable for all schools, but it may be questioned whether the differences are not too fundamental for his formulæ. The intuitionist would perhaps be ready to say: "Leave me the province of practical philosophy and you may do as you please with theoretical"; but the evolutionist will hardly admit that any such province exists. He sees that there is a practical side to all knowledge, that laws of science may be restated as rules, and that imagination builds up ideals from the actual; but it is another thing to erect separate tabernacles, one for what is, another for what ought to be. The latter term includes two different ideas—duty and preference—and our systems of ethics are divided as to the relation of these ideas. Our preferences, at all events, are much too intimately bound up with our physical constitution to be taken out of the field of theoretical philosophy.

In dealing with the relation of philosophy to history, the author is chiefly concerned with the so-called "historical method," which, according to some enthusiastic admirers, has "invaded and transformed all departments of thought." He regards progressivism as the most plausible form of this method, and takes Comte's law of the three stages as a conspicuous example of it. With much that he has to say in abatement of its pretensions we are quite ready to agree. Comte's generalization in particular does not seem to deserve the notoriety it has obtained. Strictly speaking, the stages are two, not three—the anthropomorphic and the physical. In the first, men reason from man to nature, and explain everything by will; in the second, they reason back from nature to man, and explain everything (man's own actions included) by law; or, in other words, uniformities of sequence. But the historical, or comparative, method is surely something different from such generalization; it is a protest against rash deduction from scanty induction.

But, whether we agree with Prof. Sidgwick or not, it need hardly be said that he is always readable, always suggestive.

The Education of the American Citizen. By ARTHUR TWINING HADLEY. (8 $\frac{3}{4}$ × 5 $\frac{3}{4}$ in., pp. x., 231; price 8s. 6d. net. Edward Arnold.)

This handsome volume is one of the Yale bicentennial publications, and its author is President of Yale University. It is not a book on pedagogy, but a collection of fourteen addresses and magazine articles, with, for their connecting theme, the preparation of young Americans best fitted to enable them to play their parts effectively as citizens of a free State. The main plea in each case is that too much stress has been laid on the mechanism of government and industry, and far too little on the formation of personal character. The problem has been that of preparing men and women to take their several places in a social machine rather than that of developing the power and spirit, the public sentiment, upon which the perpetuation of the whole social order depends. Political needs and the difficult questions of human society require for their proper treatment, not axioms of metaphysics nor machinery of legislation merely, but character—men and women strong in purpose, enlightened, and filled to the full with an earnest and honourable desire to devote the best that lies in them to the welfare of the whole State. The book is very ably and interestingly written, and deserves a much longer and fuller notice than we can give it here. It is evident that President Hadley "the faith and morals holds that Milton held." He has the same proud belief in public duty which Milton had, and much of the same strength in making his points, but without harshness and mere rhetorical ornament.

If we may be allowed to make any choice out of so much that is good, we would name as the chapters that have appealed to us most "Government by Public Opinion," "Socialism and Social Reform," "The Relations between Economics and Politics," "Economic Theory and Political Morality," "Ethics

as a Political Science," and "Political Education," and of these the second and the last seem to us the strongest and wisest. Where the arguments are so closely knit, and purple patches conspicuous by their absence, it is not easy to make quotations. But in the case of the former paper we would call attention to the clearness and fairness with which the *pros* and *cons* of the individualist and the socialist are stated, the contrast between the men of emotion and the men of reason in matters of government and social reform, and the reference to the danger in this connexion "that so many good people make very little distinction between what is emotional and what is moral. They think that calculated conduct is selfish conduct, and that unselfishness can exist only in the emotional as opposed to the intellectual sphere. Many a man gives charity to a pauper upon impulse, and thinks he is doing a good deed, when he is really shutting his eyes to the consequences of an evil one. 'Virtue,' says a French writer, 'is more dangerous than vice, because its excesses are not subject to the restraints of conscience.'" After which follow some more arguments on both sides, with, as a final result: "A nation must let intellect rule over emotion, whether it likes intellect or not. The alternative is political and industrial suicide."

In the case of the address on "Political Education," we are led to consider what colleges and Universities can do in the matter; in the course of which we are incidentally given an admirable view of some of the most important functions of a University; and some severe, but perfectly just, criticisms are passed on the teaching of politics, civics, and finance as constituting a necessary and valuable training for citizenship. "As ordinarily taught, they tend to fix the attention of the pupil on the mechanism of free government rather than on its underlying principles. They exaggerate the tendency, which is too strong at best, towards laying stress on institutions, rather than on character, as a means of social salvation. They tend to prepare the minds of the next generation to look to superficial remedies for political evils, instead of seeing that the only true remedy lies in the creation of a sound public sentiment. 'The value of political fact is great, but that of political ideals is greater. The three things emphasized in the course of study at a University are: it must mainly, if not entirely, deal with subjects which are non-professional; it must deal with things which are permanent and not ephemeral, which have stood the test of more than one generation, and may serve as a permanent basis of thought, and are not merely of temporary use; and it must deal with principles and large affairs rather than small ones. Original research is very valuable in its right place; but the main business of a University is to put to educational use what we already know—to provide, in short, a really liberal education, rather than specialization along any particular line of business. But we will not attempt to summarize further, or to quote more fully. We might preserve the letter, but the spirit would inevitably escape. The book itself is its own best explanation, and it requires and deserves a careful reading. We wish it every success."

"The Works of Shakespeare."—(1) *The Tragedy of Julius Caesar*. Edited by MICHAEL MACMILLAN. (8¾ x 5¾ in., pp. xciii., 179; price 3s. 6d. Methuen.) (2) *The Tempest*. Edited by MORTON LUCE. (Same size, pp. lxx., 184. Same price and publisher.)

We have already noticed more than one volume of this beautiful and scholarly edition of Shakespeare's plays. The two volumes before us are perhaps slightly more fully annotated than their predecessors, but in no sense too fully annotated; and the same scholarly and conservative care is shown with regard to the text. The printing and binding are both excellent.

(1) Mr. Macmillan tells us that he has not had the temerity to suggest many new readings. We quite approve of the dash at the end of IV. iii. 5, and are somewhat sorry that the reading suggested in the note to III. i. 171 was not adopted by Mr. Macmillan, for it makes very good sense and has the authority of all the Folios. Though the generally accepted emendation is undoubtedly neater, still it is an emendation, and is not really necessary. We agree with the editor in his other decisions as to doubtful readings, though some are very tempting, except perhaps in the case of III. ii. 118, where we would adopt his proposal to insert "that" before "has he," and drop the note of interrogation. Mr. Macmillan refers us also to the interpretation which he suggests for III. i. 174, 175, without introducing

any emendation. We cannot say that it seems to us very plausible. The reading adopted in the text is that of all the Folios, viz.:

Our arms, in strength of malice, and our hearts,
Of brothers' temper, do receive you in.

The editor suggests as the interpretation "our arms and hearts of brothers' temper in strength of malice"; and adds, Brutus means that towards him they had no more malice than brothers have towards one another; the disarrangement being probably due to "and our hearts" having been added as an afterthought. This is ingenious, but unconvincing. We cannot call to mind any other similar disarrangement. On the other hand, we agree with Mr. Verity and the present editor that not one of the proposed emendations seems to give us what Shakespeare really wrote. So we are forced to content ourselves with Grant White's interpretation: "our arms, even in the intensity of their hatred to Caesar's tyranny, and our hearts in their brotherly love to all Romans, receive you in." There are other points which we should like to discuss had we space; but, as we agree with the editor's decisions, we must pass them by. The introduction is a sound and interesting piece of work, especially in its treatment of Shakespeare's modifications or omissions of points in Plutarch and its explanation of his presentment of Julius Caesar's character. The edition is a valuable one.

(2) Difficulties as to text are few in the case of "The Tempest." It first appeared in the First Folio of 1623; and, with the exception of perhaps "The Two Gentlemen of Verona," it is the most carefully printed play in the volume. The text of the First Folio, confirmed or corrected by the three later Folios, is therefore the one used; and Mr. Luce restricts himself to giving in the notes a few of the most interesting of the emendations that have been proposed. The introduction deals in an interesting way with the sources, the date, and the chief characteristics of the play; and on the first two—which are closely interrelated—fresh light is thrown by Mr. Luce's researches. He finds rather more of the author's own personality in "The Tempest" than we are quite prepared to accept; but we have no space to argue the matter here. We agree however, with the view that the epilogue is Shakespeare's own work, and that he probably had his own retirement from the stage in his mind when he wrote "The Tempest." In an appendix we are given certain illustrations of the play; and after reading the parallel passages from Jourdain's "Discovery," the "True Declaration" and Strachey's "Letter"—all belonging to 1610, and all relating to the wreck of Sir George Somers in the Bermudas in 1609—it is impossible to doubt that Shakespeare had all three by him when, or before, he wrote his description of the wreck, and of the enchanted island, and things therein. Even the still vexed "scamel" has some light shed upon it, and would seem to have been called a "sea-owl" by Strachey, though probably Shakespeare called it a "scamel" of set purpose. The likenesses of detail, and often of wording, are too numerous and too close to have been due to mere chance. From this and from other evidence we are led to agree with Mr. Luce that the play was most probably written early in 1611. We like this edition, and are grateful to Mr. Luce for the care which he has devoted to its production.

A Text-Book of Physics. By R. A. LEHFELDT. (Price 6s. Edward Arnold.)

Prof. Lehfeltd intends this book to be read principally by students of medicine, and has succeeded in introducing many illustrations of a physiological nature, for instance, errors introduced into observations of muscular and other movements made by means of levers, owing to the inertia of the latter.

"Power" is discussed in connexion with the work done per minute by the heart, and this is compared with the power of a man working continuously, which is given as 40 to 50 watts (a result rather low perhaps—a man rowing moderately easily can give out 150–200 watts). The pulse wave is described. Osmosis and diffusion are treated in connexion with animal and plant life. The mechanism of the ear and eye is better treated than in most text-books, albeit briefly.

The work is quite improperly styled a text-book, and is really nothing more nor less than well arranged lecture notes, clearly assuming that the student is getting his knowledge and drill in physics from some other source. Looked at from this point of

view the book is admirable. Small type indicates parts that may be omitted by the less advanced student. The treatment can only be suggested by a few examples. Article 1 states the principle of the conservation of energy. The parallelogram laws follow from the method of vector addition and the fact that the quantities (displacements, velocities, accelerations, forces) are vectors. The amount of mathematics assumed is too small to admit of anything but a statement of the period of oscillation of a simple pendulum, although simple harmonic motion is defined as usual and partly discussed. In hydrostatics, the principles are stated without illustration by the usual toys, but real air-pumps (Fleurs, Töpler, and Sprengel) are described. Thermometry and the mechanical equivalent of heat and conduction of heat give opportunities for introducing matter not likely to be met with in the usual elementary textbook.

Reflection and refraction of sound are beautifully illustrated by R. T. Wood's photographs of a single wave (in air) undergoing reflection and refraction at an air-carbonic-acid surface.

Electricity and magnetism are noticed very shortly. Ohm's law is excellently discussed. We are told that galvanometers can be made so sensitive that they can indicate a current which "would have to flow for three centuries to . . . suffice to liberate about a tenth of a cubic centimetre of hydrogen."

The notes on light are also very brief. A novelty in the way of definition is that of *refractive index* as "velocity of light in *vacuo*," followed by the deduction of the usual definition—"velocity in the medium considered." Emission and absorption, and elementary notions of optical instruments, are well described.

The whole book is stimulating and interesting, and will, perhaps, be of more use to teachers than to students. There is perhaps a tendency in it to treat physics as an exact science in the sense that astronomy is exact; but that may be well for a medical student, whose notions of physics are usually all too vague, or for a candidate for the Intermediate Science Examination, to whom the author addressed his lectures. The book is printed on thick paper and abominably bound, so that the reader is only content when he has thoroughly broken its back.

Intermediate French Grammar, with Outlines of Historical Accidence. By G. H. CLARKE and L. R. TANQUEREY. (Price 3s. 6d. Murray.)

"A *répertoire* of current forms, a *résumé* of Old French forms, and a brief explanation of the chief difficulties of French syntax"—such is the aim of this latest French grammar as stated by the authors in their preface, which is wisely couched in French, not only in order to prevent pupils from reading it when they should be studying their irregular verbs, but also to demonstrate the superiority of the French language as shown by our mongrel version. On the face of it, the book is the work of teachers who know their business, know what points must be insisted on and what must be ignored or just touched upon. In particular we admire the skill with which just enough philology has been introduced to throw light on existing forms and usages without any attempt at a systematic or scientific treatment of what, we venture to say, can never be a school subject.

The type is clear and the general appearance of the grammar attractive. We could have wished for distinctive type to show what is of less importance—the plurals of foreign nouns, the difference between *ciels* and *cieux*, and all the anomalies which are rarely found, save in examination papers.

The syntax we could have wished a little fuller—some explanation and more illustration of the rules. French syntax is as logical and precise as Latin, and, we are convinced, affords, or might afford, just as good a mental gymnastic as Latin. We will give one or two examples of *desiderata*. Page 185: "When the principal clause follows the noun clause the verb of the latter is in the subjunctive." True, as a general rule, though by no means universal; but why not add the reason—that the dependent clause is regarded as a conception, that the reader's mind is kept in suspense till he is finally told that the conception is a fact. Page 205: An exact parallel to the Latin *sustuleret* for *sustulisset* is classed without remark under the ordinary construction of imperfect in protasis and conditional in apodosis. On page 191 *Part d'espérer* is not an instance of the infinitive as a complement, nor is *à force de forger* an adverbial use of the infinitive. On page

191 *couler* and *valoir* go on all fours, and there is no reason why the past participle of one should be variable and of the other invariable. On page 195 it is hardly correct to say that in *Cela est facile à apprendre* the infinitive has a passive meaning, any more than in "A house to let" or "Nunc est bibendum." The index might, with advantage, be fuller.

- (1) "Chambers's New Scheme Readers."—*Preparatory History of England*. (Price 1s. 3d.) *History of England*. (Price 1s. 6d.)
- (2) *McDougall's Junior Historical Reader*, Book II., and *Waverley Historical Reader*, Book VII. (Price 1s. 6d.)
- (3) *Gill's Oxford and Cambridge History of England*. (Price 1s.)
- (4) *Prof. Meiklejohn's School History of England*. (Price 2s. 6d. Holden.)
- (5) *A First History of England*. By C. LINKLATER THOMSON. Part I. (Horace Marshall.)
- (6) *English History Note-book*. By M. A. ROLLESTON. (Price 3s. Birmingham: Davis & Moughton.)

Of a group of school histories and historical readers in English history that lies before us each has some claim to approval. The distinctions between them are mainly in matters of type, the selection of illustrations, and the selection of omissions. If a history book is to be put into the hands of the pupil—and, we take it, the exclusively oral method of teaching history is less in favour with teachers than it used to be some years ago—it is, perhaps, of the most importance that the page should strike as attractive at first sight.

(1) From this point of view, "Chambers's New Scheme Readers" ("Preparatory History of England" and "History of England") have much to commend them. The language suitable for the more elementary and the more advanced of the two is very skillfully discriminated; while nothing has to be undone by the advanced book that has been incorrectly told in the first. The pictures are well chosen, the chapters short, and printing clear. Each Reader ranges over the whole of English history—a plan which is, on the whole, more satisfactory for beginners than a full treatment of one period.

(2) Less competent, though on a somewhat similar plan, is McDougall's "Junior Historical Reader," Book II. This is intended for very young readers, and includes stories of Macbeth and of Bruce and the Spider, while omitting, e.g., all mention of Richard I. The local colour is, perhaps, suitable for Scotch children, but it strikes us as a little overdone. The illustrations are a particularly good feature of "The Waverley Historical Reader," Seventh Book (McDougall), which begins with the reign of James I. These include a certain number of *Punch* cartoons—a good idea, new, as far as we know.

(3) Gill's "Oxford and Cambridge History" is a mere cram book, as the title (taken in vain) suggests. This kind dies hard, and, for "those that like the sort of thing, that is the sort of thing they do like!"

(4) Prof. Meiklejohn's "School History of England" is handicapped by some slipshod English:—"Henry's Charter is very important as being the *first time* [*sic*] that a Norman king condescended to limit his own power"; "The last reign had *discovered* [*sic*] that iron could be smelted with coal," &c. The best feature is a glossary of historical terms, which is useful as far as it goes.

(5) On quite a different and more scholarly plan is Miss C. Linklater Thomson's "First History of England," Part I.; an admirable piece of work. It is based, as far as possible, on the original authorities; the very words of the chronicles or of the old poems being frequently given in a modern form. The illustrations are also, for the most part, from old manuscripts and other originals. They are plentiful and well reproduced. Miss Thomson reckons this Part (330 B.C. to 1066 A.D.) as one term's work, and hopes to complete her book in six parts. Schools which can afford to give a good deal of time to history could do no better than adopt this as a first-form book. Miss Thomson's own style is clear and simple, and she has the enthusiasm which should carry the pupils along with her.

(6) Scholarly also, though from the opposite pole as regards method, is Miss M. A. Rolleston's "English History Note-book." This is exactly what it professes to be—a complete syllabus of every possible event of importance that would be treated in the largest histories. It could well be used by the higher forms or by students at Extension or other lectures as an alternative to the feverish and inaccurate scribbling that often employs so much of the time of the "lectured-to." The only objection to it is the somewhat high price, 3s.

La France au milieu du XVII^e siècle, d'après la correspondance de Gui Patin. Edited by ARMAND BRETTE, with an Introduction by EDMÉ CHAMPION. (Price 4f. Paris: Armand Colin.)

We can strongly recommend this book to those who feel the necessity of complementing impressions drawn from formal histories by occasional sidelights from contemporary human documents. Patin's letters, imperfect enough in themselves, are nevertheless of great value for the light they throw upon many important undercurrents in the reigns of Louis XIII. and Louis XIV. Among other things, they agree with d'Avenel's "*La Noblesse française sous Richelieu*," published not long ago by the same firm, in showing a state of morals and religion far more medieval than we might otherwise have been inclined to suspect, and

thus in helping us better to comprehend the causes of the Revolution. Not only was the law even more barbarous in its punishments than in contemporary England (men, for instance, being broken on the wheel for ordinary thefts), but we see in Patin, even more plainly than in St.-Simon, how rapidly religion was losing ground among the cultivated classes. Our author's despair of the world in which he lives is again thoroughly medieval: "Jamais le monde ne fut si misérable de mémoire d'homme." "Où est la justice de Dieu? . . . les gens de bien n'ont qu'à se cacher, tout se fait pour de l'argent. . . . J'ai peur qu'à la fin Dieu ne se lasse d'être chrétien!"

Patin, it is true, is a thorough scandalmonger, and especially pitiless to monks and Jesuits. Of the latter he repeatedly writes, in his joy at the successes of the Jansenists: "Ils seront bientôt pis que les cordeliers." His notices of his professional practice (for he was a distinguished physician of the Diafoirus school), are most amusing; as are also his family revelations. At the same time, one might wish he had a little more of the Pepysian love of detail; his generalities are disappointing, often arousing more curiosity than they satisfy. This is especially the case with the frequent notices, from 1656 onwards, of the "Lettres Provinciales" and the counter-manceuvres of the Jesuits. Again, he has a queer story in 1658 of "les Augustiniens du grand convent, au tout du Pont-Neuf," among whom a quarrel of years between seniors and juniors over the pickings from the offertories led first to imprisonments and counter-imprisonments in the Bastille, and then to a regular siege of the convent, in which two monks and two archers were slain outright. One feels that here are all the materials for a first-rate tragic-comedy; yet the author shows but little power of description, in spite of his wish to ridicule the good monks. Here and there, however, he rises to really pointed, if unjust, epigrams, as when he calls Richelieu "un Jupiter massacreur qui faisait périr ses ennemis par le fer et ses amis par le poison." The author is partial, and, what is worse, very often ill-natured; yet the book is of real value for any student of seventeenth-century civilization in France.

Last Days of the French Monarchy. By SOPHIA H. MACLEHOSE. (Price 6s. net. Glasgow: Maclehoose & Sons.)

Miss Maclehoose is to be congratulated on her venture, which she describes in the preface as follows:—"I have attempted to give such a sketch of the events preceding the French Revolution as shall enable the reader to approach the more important histories with interest and intelligence. The great prose poem of Carlyle takes much for granted, and to the proper understanding of such works as that of Mr. Morse Stephens some familiarity with the older court and political life of France is desirable. There is abundant material from which to gather this information, but no simple, yet detailed, account, and it is with the hope of supplying the want that I venture to publish this volume." Many readers of "the great prose drama" will have experienced that deficiency, and to these, as well as to all who are interested in one of the most extraordinary periods of history, this careful little account will be of service. Epochs such as the Revolution cannot fail to impress and overwhelm, but there is a danger of not seeing the wood for the trees. In view of this the present volume is a dispassionate, though readable, account of the early portion of the reign of Louis XVI., tracing, step by step, the chain of events, social, political, and personal, which led up to the summoning of the States-General in August, 1788. No pains have been spared in the consultation of authorities, and the author is evidently much at home in the literature and correspondence of the time. The British Museum pamphlets, in particular, which describe the financial measures of the period, have been consulted to some purpose, and the letters of the Comte de Mercy to his royal master in Austria throw light on the character and the difficulties of Marie Antoinette. The very scarcity of comment adds pathos to the narrative, which culminates in the elucidation of the Diamond Necklace scandal, so often a riddle on account of the mesh of intrigue of which it was the outcome. The author is careful throughout to make clear the old political constitution and the terms which belonged to it. There are numerous illustrations. The perusal of the book will certainly awaken a desire to read the great works on the period, and we shall await with interest the promised sequel to this volume—namely, the history of events from August, 1788, down to the declaration of the Republic in 1792.

A History of England from the Earliest Times to the Death of Queen Victoria. By BENJAMIN TERRY, Ph.D., Professor in the University of Chicago. (Chicago: Scott, Foresman, & Co.)

This is an eminently readable and generally accurate history suited for students who have passed the school age. It presents its readers with the results of a careful assimilation of the work of the best modern historians, and will probably be found a useful text-book. It would be presumptuous, and no doubt unfair, to suggest that the author has not a sufficient acquaintance with the sources of history, but the value of his work depends more on his reproduction in an appropriate form of what others have already set forth than on any signs of independent study. This must, perhaps, almost necessarily be the case in a book of this kind which deals with the whole course of English history. The chapters are divided, as in Green's famous book, according to topics,

not reigns. Some will no doubt think this an advantage. The influence of Green's work extends further than this; Mr. Terry's work is occasionally marred by a lack of sobriety in expression and by somewhat forced attempts at picturesque writing. Now and again there is a certain vagueness in what he says which suggests that he is not always quite sure of his ground. For example, on page 542 he says: "The 'Utopia,' a sort of sixteenth-century 'Looking Backward,' . . . entitled More to a fair place in literature." More and Bellamy, as who should say Shakespeare and Stephen Phillips. "He also won quite a reputation as a lawyer." Yes, quite. Wolsey, however, was scarcely "in the heyday of his power" when More made his great attack upon him in November, 1529. The latter part of the book is scarcely so good as the earlier, and in one or two instances we have observed some want of familiarity with the subject in hand. Weymouth's "bloody scroll" did not contain "directions to troops"; it was a letter to the Chairman of the Quarter Sessions at Lambeth. Whether Wilkes's comments on it may properly be called "scathing" is perhaps a matter of opinion; Parliament would have done better if it left the matter alone, but Mr. Terry should not imply that Wilkes's letter was not a seditious libel; it would be held libellous now in any court in Great Britain or the United States. The publication, if noticed at all, should, as Massey observes, "have been the subject of an information by the Attorney-General."

The Harmony of the Empire. By NEMO. (Manchester: Heywood.)

This book consists of a series of sketches of the British possessions and spheres of influence, with the important exception of South Africa. The object, as explained in the preface, is "to stimulate the cultivation of the delightful study of geography," and it is meant to be supplementary to the ordinary text-books, not a substitute for them. It betrays some want of faith in the attractiveness of the subject to think that so much jam must be given with the powder. *A propos* of the trade winds, two pages are devoted to the legend of the Flying Dutchman and to an article in *Blackwood* based upon it. St. Helena calls up the story of Napoleon and *l'homme rouge*, as told by Lever in "Tom Burke." Unmistakable legend does less harm, however, than such inaccurate history as is to be met with in the account of the Suez Canal and the British intervention in Egypt in 1882. We are told, not as a matter of surmise, but as undoubted fact, that France withdrew from co-operation with us because Bismarck threatened her with war if she persisted, and M. de Freycinet was frightened. Again, Mercator's Projection has its uses, but it is misleading to say of it that "all the relative positions are accurately preserved." No allusion is made to its inevitable distortion. The subject is left with the casual remark: "There are now many other map projections by various clever men—quite a long list of them—of all nationalities; but there is not one so simple and intelligible as this old Dutchman's." On the whole, we cannot recommend the book either for schools or for private reading. If a teacher wants a supplement to the ordinary geographies, he will find a much better one in the Colonial Office List.

The Oxford Point of View. Nos. I. and II. (Each 1s. net. Simpkin, Marshall.)

To set afloat yet another periodical on an already overcrowded sea is a bold venture. But, if *The Oxford Point of View*, in the hands of undergraduates yet unborn, fulfils the promise of its start, it should meet with success. There is a refreshing breeziness about its pages, the self-confidence of youth that ventures much, having no past and an endless vista. The second number (on the whole an improvement on the first) contains amongst other items an article, which is very pleasant reading, on Anthony Woods, "An Oxford Pepsy," "an antiquary and an old woman," who helped to arrange Selden's books at the Bodleian, "finding in some several pairs of spectacles which Mr. Selden had put in and forgotten to take out." There is verse in the light and the serious vein. Mr. St. John Lucas has made his long memorial poem somewhat difficult reading by his careful avoidance of the coincidence of sense and verse pause; and in "A Fragment" we cannot escape from a certain feeling of discomfort at the hero who looked forward to feeling "the rattle of the chain within his throat," though to him it seems to suggest none but pleasant thoughts. Mr. de Selincourt, who gave us a foretaste of Thoreau in his article on Rossetti, contributes a paper devoted to an interpretation of the former in this second number. He finds the explanation of the weak spot in Thoreau's philosophy of life, his lack of human sympathy, in revulsion from the conditions of his times, times especially illustrative of the fact that man's rational intellect can work with pernicious success to produce a mechanism of life in advance of his faculty for living; leading him inevitably to turn the paraphernalia of civilization, innocent only when used as means not ends, into a god more deadly than the stocks and stones of pagans "suckled in a creed outworn." The paper is a sympathetic vindication of Thoreau against his belittlers. "In his books," says Mr. de Selincourt, "Thoreau stands revealed: on the one hand, a man of staunch unwavering purpose, doing what he did perfectly—brave to his ideal—aloof; on the other, a poet minutely observant and delicately appreciative of every beauty of Nature, loving and knowing all the animals, with a fund of fine humour"; and he very happily characterizes the

style of "A Week on the Concord and Merrimac Rivers." "His thoughts turn on the great questions of life, and he reviews the religions of the world; showing the same power, yet modesty of treatment, as he did in dealing with the fish. He writes as he thought, moving down the river in a boat." Mr. de Selincourt, though introducing some of his own philosophy of life in his comments on Thoreau, has also shown modesty as well as power in his treatment. It is a pity that there is so much variation in his style, awkwardly inverted sentences and bald colloquialism occurring side by side with passages of considerable literary merit; but all criticism must be disarmed by his obvious wish (admitting Thoreau as that "certain soul") to identify himself with the worm with wings as yet unfurled.

Rudimentos de la Historia de America. By D. H. MONTGOMERY. (Price 3s. Ginn & Co.)

The story of the growth of a mighty nation should always prove attractive reading; but, owing to the manner in which the subject is often treated by writers, many young people dislike reading history "because it is so dry." No charge of "dryness" can be brought against this book. The author traces the history of the United States by means of a series of thirty biographical sketches, which includes all the chief actors concerned from Columbus to Abraham Lincoln. The events narrated cover a period of more than four hundred years (from the birth of Columbus to the close of the recent war with Spain), and yet there is not a single "dry" paragraph on any of the 237 pages of which the book consists. Before the pupils begin to read the book, the teacher would do well to let them compare the map on page 155 with that on page 204. This would create a wish to know how such marvellous changes have been brought about, and the pupils will take a keen interest in learning how large tracts of land were gained: some by purchase, others as the result of wars, and others again by the simple act of "taking possession." The book is divided into sections for purposes of reference, &c.; there are recapitulatory paragraphs and examination questions, twelve good maps, eight full-page engravings, and a very useful index. An excellent historical reading book for Spanish-speaking children. For English students a vocabulary would be a useful, time-saving addition.

- (1) *Elementary Mechanics of Solids.* By W. T. A. EMTAGE, M.A. (Price 2s. 6d. Macmillan.) (2) "The Organized Science Series."—*First Stage Mechanics of Solids.* By F. ROSENBERG, M.A., B.Sc. Third Edition. (Price 2s. Clive.) (3) *The Student's Dynamics.* By G. M. MINCHIN, M.A., F.R.S. (Price 3s. 6d. Bell.) (4) *Theoretical Mechanics.* By A. E. H. LOVE, M.A., F.R.S. (Price 12s. Cambridge University Press.) (5) *A Treatise on Dynamics of a Particle.* By E. J. ROUTH, Sc.D., F.R.S. (Cambridge University Press.) (6) *The Principles of Mechanics.* By H. HERTZ. Translated by D. E. JONES, B.Sc., and J. T. WALLEY, M.A. (Price 10s. Macmillan.)

(1) The works included in the above list differ much in character and importance. The first and simplest is written for beginners, and requires but little mathematical knowledge, except the solution of easy quadratics and the properties of similar triangles. The appeal to the test of simple experiments and the illustration by means of worked examples are useful; and in clearness and fullness of explanation the text can hardly be surpassed.

(2) We noticed favourably the first edition of this book in January, 1896. The third edition differs only in the appendix of Elementary Stage papers set by the Science and Art Department for 1895 to 1899.

(3) In his "Student's Dynamics," Prof. Minchin has made a very valuable contribution to the literature of elementary mathematics; and, without underrating the merits of its predecessors, we feel that the introduction of this book into our schools would have a most beneficial effect on the teaching of dynamics. The author requires the ordinary schoolboy knowledge of geometry and algebra and the rudiments of trigonometry, and in passing expresses his opinion (which is also that of many teachers) that the University of London has made a most unfortunate mistake in not insisting on this slender trigonometrical foundation. The chief characteristic of the book in principle is the adoption at the outset of the same notion of force (derived from Newton's second law) in kinetics and statics, so that both are treated concurrently as branches of one subject. The chief characteristic in detail is the incessant and most useful resort to arithmetical illustration and calculation; for, as the author remarks, "Arithmetic is the reality of every science, and the principles of every science are far more readily and tenaciously grasped when they are applied to definite, concrete, arithmetical examples than when they are presented to the learner in the shape of algebraical symbols." The only point on which we are not in agreement with the author is on the subject of what Mr. Hayward calls "rectilinear dynamics." Prof. Minchin stated in 1883 that "he had found that some of those pupils who had begun with the notion of constant acceleration in a right line were very much disposed to think that they knew all about motion." Our own experience is different, and leads us to see a distinct advantage in the separation of dynamical and geometrical difficulties at the outset, and in the discussion of the particular case before the general. The whole book, however, is

admirably done, the chapter on collision especially being a very fine piece of work.

(4-6) The last three books on our list are all works of a very high order, but at the same time hardly within the limits of secondary education; though the first two may occasionally be read by advanced pupils, and should certainly be placed in school libraries.

Elementary Treatise on Physics. By GANOT, ATKINSON, and REINOLD. (Price 15s. Longmans.)

As editor of the sixteenth edition of this classic treatise, Prof. A. W. Reinold has brought it thoroughly up to date. Except to remind our readers to distinguish this book from the more elementary "Popular Natural Philosophy," also written by Ganot and translated by E. Atkinson, nothing need be said about the general character of the work, which is already universally appreciated. While considerable additions have been made in the present edition, some part has been rewritten, and space found by the most commendable omission of "descriptions of apparatus and machines which have ceased to be of interest," while some mathematical disquisitions have also been removed. The greatest changes are naturally to be found in the part relating to electricity and magnetism. Ewing's illustration by a series of compass needles of the theory of magnetization is referred to, while space is found for the study of the new forms of radiation. Marconi's experiment on communication between Cornwall and Newfoundland is introduced. In fact, the twentieth-century character of the edition is indicated (page 68) in a description of a "machine invented by Attwood at the end of the nineteenth [sic] century" (which was, indeed, used before 1784). Reference is made to the use of captive balloons and of the heliograph in the South African war. Interesting descriptions are given of the half-tone and three-colour processes of photographic reproduction, although these are necessarily brief. Much more might be said about new matter; but we hope that we have already indicated the care that has been bestowed on the new edition of an "experimental and applied" treatise, and shown that it has gained much from Prof. Reinold's revision.

"Rivingtons' Modern French Series."—*Premières Lectures Française* Prepared and adapted by R. J. MORICH. (Price 7d.)

This consists of thirty short stories, averaging some eighty words. The appendix on irregular verbs and on pronouns seems to be a superfluity. The notes, on the other hand, might with advantage be fuller. *Vin ordinaire* is not "ordinary wine," as the vocabulary suggests; *battre* and *se battre* need distinguishing; and so forth.

BOOKS OF THE MONTH.

Classics.

Cicero, Select Orations and Letters of. Allen and Greenough's edition, revised, with a special vocabulary, by J. B. Greenough. Ginn, 6s.

Harvard Studies in Classical Philology, Vol. XIII., 1902. Longmans, 6s. 6d. net.

Virgil's *Aeneid*, Book III. Edited by M. T. Tatham. E. Arnold, 1s. 6d.

Xenophon's *Cyropædia*, Book I. With Vocabulary by E. S. Shuckburgh. Cambridge University Press.

"Classical Library." M. T. Ciceronis *Epistulae* III. Oxford Press, 3s. cloth, 2s. 6d. paper.

Dent's "Temple Series." *Cæsar's Gallic War*, Book I. Edited by A. S. Wilkins.

Commercial.

Modern Book-keeping and Accounts, Part II., Intermediate. By W. Adgie. Macmillan, 2s.

Key to Easy Exercises in Book-keeping. By J. Thornton. Macmillan, 10s.

Commercial Arithmetic. By F. L. Grant and A. H. Hill. Longmans, 3s. 6d.

Divinity.

St. Mark in Greek. Edited by Sir A. F. Hort, Bart. Cambridge University Press. 2s. 6d. net.

The Song of Solomon. Edited by Rev. A. Harper. Cambridge University Press. 1s. 6d. net.

Books of the Bible: Suggestions for Scripture Study. By Adeline Campbell. Marlborough, 3s. 6d.

English.

Dyce's Glossary to Shakespeare. Revised by H. Littledale. Sonnenschein, 7s. 6d. net.

The Rose Reader: a new way of teaching to read. By Edward Rose, with illustrations by L. M. Sowerby. Methuen, 2s. 6d. Also issued in four parts.

History.

The Middle Ages. By Philip van Ness Myers. Ginn, 6s.

Analysis of English History. By W. C. Pearce and Dr. I. Hague. Revised by W. F. Baugust. Murby, 1s.

A History of Great Britain. With 146 illustrations and 35 maps and plans. By T. F. Tout. Longmans, 3s. 6d.

Mathematics.

Academic Algebra. By W. W. Beman and D. E. Smith. Ginn, 5s.
Higher Mathematics for Students of Chemistry and Physics. By J. W. Mellor. Longmans, 12s. 6d. net.
Elementary Geometry. By W. C. Fletcher. E. Arnold, 1s. 6d.
A First Step in Arithmetic. By J. G. Bradshaw. Macmillan, 2s.
First Stage Mathematics. Edited by W. Briggs. University Tutorial Press.

Miscellaneous.

Trees in Prose and Poetry. Compiled by Gertrude L. Stone and M. Grace Fickett. Ginn, 2s.
Paton's List of Schools and Tutors. 143 Cannon Street, 1s.
The Schoolmaster. By A. C. Benson. Murray, 5s. net.
The Makers of British Art. Sir Joshua Reynolds. By Elsa D'Esterre-Keeling. Walter Scott, 3s. 6d.
Nature Study Model, based on the 6-inch Ordnance Map. Designed by G. Herbert Morrell. Stanford, 3s. net.
Pattern Drawing and Design. By John Carroll. Burns & Oates, 1s. 6d.

Modern Languages.

First Steps in German. By W. Scholle and G. Smith. Blackie.
Racine's Athalie. Edited by F. C. de Sumichrast. Macmillan, 3s. 6d.
El Pájaro Verde. Por Juan Valera. Edited by J. G. Brownell. Ginn, 2s.

Science.

Manual of Astronomy : a Text-book. By Charles A. Young. Ginn, 10s. 6d.
Introduction to Physical Science. By A. Payson Gage. Revised edition. Ginn, 4s. 6d.
Life and Health : a Text-book of Physiology. By Albert F. Blaisdell, M.D. Ginn, 4s. 6d.
Injurious and Useful Insects : an Introduction to Economic Entomology. By Prof. L. C. Miall. G. Bell, 3s. 6d.

* * The publishers of the "Popular Library of Art" are Messrs. Duckworth, not Messrs. Grant, Richards, as stated last month. The volumes are issued at 2s. net bound in cloth, and 2s. 6d. net in leather.

CALENDAR FOR AUGUST.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—Army Commission Competitive Exam. for Militia. Return forms.
- 6.—Return forms for College of Preceptors Professional Preliminary Exam., September.
- 6-12.—*The Offices of THE JOURNAL OF EDUCATION will be CLOSED on these days.*
- 8.—London University Intermediate Arts and Intermediate Science Pass Lists published.
- 11.—Return forms for Durham College Medical Preliminary Arts Exam. (M.B.).
- 15.—Cambridge Local Exams. Return forms (between this and September 30).
- 15.—Post Translations, &c., for *The Journal of Education* Prize Competitions.
- 18.—Return forms for Durham Certificate of Proficiency.
- 20.—Return forms for Royal University of Ireland Matriculation Exam. (Pass only).
- 22.—Post School News, items for this Calendar, &c., and Advertisements for the September issue of *The Journal of Education*.
- 26 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the September issue of *The Journal of Education*.
- 31.—Institution of Civil Engineers. Return forms for Admission of Students; also for Election of Associate Members in December.

The September issue of *The Journal of Education* will be published on Saturday, August 30, 1902.

HOLIDAY COURSES.

ABERDEEN (University of).—August and September. Special Courses in French and German for Teachers. Apply to Lecturers in Modern Languages, Marischal College, Aberdeen.
ABERYSTWYTH.—During August. Sloyd. Under direction of Miss Andrén. Address—31 Blenheim Road, Bradford, Yorks, or apply to Mr. Cooke (see under Naäs).
AMBLESIDE.—During August. Sloyd. Under direction of Mr. J. Vaughan. Apply to Mr. J. Cooke (see under Naäs).
ÁVILA (Spain).—August 4-25. Spanish. Apply to the Director of Technical Instruction, County Technical Offices, Stafford.

CAEN.—August 1-30. French. "Alliance Française" Courses. Apply to Mr. Walter Robins, B.Sc., 9 Northbrook Road, Lee, S.E.
CAMBRIDGE.—University Extension Summer Meeting, August 1-13, August 14-26. History, Literature, Science, Economics, Music and Fine Arts, Education, Theology. Programme, 7d. post free, from R. D. Roberts, M.A., Syndicate Buildings, Cambridge.
DOVER.—August, September. Short Courses in the Oxford Shorthand and Phonetics, by Percy Kingsford. Apply—Excelsior, Dover.
GENEVA.—Ends August 28. French. Apply to Monsieur Charles Seitz, à l'Université, Geneva.
GREIFSWALD.—July 14-August 4. German. Apply to Prof. Dr. Siebs, Ferienkurse, Greifswald.
GRENOBLE.—August 1-October 31. French. Apply to Monsieur Marcel-Reymond, 4 Place de la Constitution, Grenoble.
JENA.—August 4-24. German. Apply to Frau Dr. Schnetger, Gartenstrasse 2, Jena.
LAUSANNE.—Ends August 30. French. Apply to Monsieur J. Bonnard, Avenue Davel 4, Lausanne.
LEIPZIG.—August and September. Sloyd. Apply to Dr. Pabst, 19 Scharnhorst Strasse, Leipzig, or to Mr. Cooke (see under Naäs).
HONFLEUR.—August 1-22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, London.
MARBURG.—August 4-24. Modern Languages. Apply to W. G. Lipscomb, Esq., County High School, Isleworth.
NAÄS.—August 1-September 9, November 5-December 16. Sloyd. [The courses at Naäs, Leipzig, Aberystwyth, Ambleside, and Penarth have been arranged by the Sloyd Association.] Apply to Mr. John Cooke, 131 Percy Road, Shepherd's Bush, W.
NANCY.—All the year round, holidays included. French. Apply to Monsieur Laurent, rue Jeanne d'Arc 30, Nancy.
NEUCHÂTEL.—August 12-September 7. French. Apply to Monsieur P. Dessoulavy, Académie de Neuchâtel.
OXFORD.—August 1-28. English Language and Literature for Women Students. Apply to Mrs. Burch, 20 Museum Road, Oxford.
PARIS.—August 1-31. French. Apply to Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle 45, Paris.
PARIS.—Christmas and Easter Holidays. French. Apply to W. G. Lipscomb, Esq., County High School, Isleworth.
PENARTH.—During August. Sloyd. Under direction of Glamorgan-shire County Council. Apply to Mr. W. Hogg, Technical Instruction Committee, Glamorgan, or to Mr. Cooke (see under Naäs).
SANTANDER (North Coast of Spain).—August 5-25. Spanish. Apply to General Secretary, Teachers' Guild, 74 Gower Street, W.C.
TOURS.—August 1-22. French. Apply to Secretary, Teachers' Guild, 74 Gower Street, W.C.
VILLERVILLE-SUR-MER, TROUVILLE.—August 5-26. French, preparation for exams., "Alliance Française." Apply to Prof. L. Bascan, rue Caponière 49, Caen.

Programmes of most of these courses can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, S.W., where a Table of Foreign Modern Language Holiday Courses, prepared by the Special Inquiries Branch of the Board of Education, can be obtained.

Information as to lodgings for students at Honfleur, Tours, and Santander (Teachers' Guild Courses) will be found in the Handbook, 6½d., post free, from the Teachers' Guild, 74 Gower Street, London, W.C.

A list of addresses in several other Holiday Course centres will be found in "Holiday Resorts," 1s. 1d., post free from same address.

The advertisement columns of *The Journal of Education* ("Continental Schools and Pensions") may also be consulted with advantage.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

REGISTRATION is still the burning question. Those who are not qualified for a place in Column B (blessed words!) are eager to secure qualification, but those who are qualified display no eagerness to occupy the position already secured. Those behind cry "Forward!" and those before cry "Back!" The inwardness of this situation is perhaps a mystery to authorities and officials, and to any man in the street who cares for these things. They would have been enlightened had they attended the conference held on the 21st inst. between the Executive Committee of the Association and "Assistant Masters in Secondary Private or Public Schools who are unable to register in Column B of the New Register of Teachers." Who and what manner

of men are these? They are men who, many of them for many years, have taught in secondary schools with various success; their work has been owned of parents and principals and examiners; but of the many doors, big and little, that admit to the Register of the new profession none is as yet big enough for them. Who will make it? There was the man who had qualified himself as a teacher of modern languages by residence in all the capitals of Europe; but he has not passed the Inter. Arts Examination, he is not an L.C.P., and he sees himself in the near future a pariah and an outcast. Colomays we know, and Columbees we —; but who are ye?

The chair was taken by Dr. F. S. Macaulay, of St. Paul's School, who partially unravelled the tangles of the Order in Council. A resolution was then proposed claiming admission to the Register for those teachers above thirty years of age who should have had seven years' experience in teaching, and who for the three years next preceding the application for registration should have been engaged as teachers at a recognized school or schools. This was duly seconded. Then came the pause, natural when fifty men meet who have never met before, to discuss a burning question, but none ready with the words that burn to voice the feeling of all. The dullness was soon relieved by one who had come a hundred miles to represent the demands of men in the Midlands. This he did mainly by means of autobiography. He began his career as a teacher in elementary schools, and prospered in an elementary way. Then in a "misguided moment" he transferred his services to a secondary school. In "another misguided moment" he took Holy Orders, and so cut off his retreat to the elementary school. Then came the Order in Council to drive him from the secondary school; for he is one of the proud race which declines to pass vulgar examinations. He felt like the Irishman who disobeyed his political and priestly guides. "He ought to be driven from his country, and no other country ought to receive him." Then a strange thing happened. He wrote to the Lords in Council, and received an answer. He was informed that, although he was not entitled to teach in elementary schools, as not being a lay person, nevertheless in virtue of his certificates he was entitled to be registered in Column A. He is, therefore, by the decision of "my Lords" a living exception to the logical principle of contradiction, being at once entitled and not entitled to teach in an elementary school. His lucid narrative did much to enliven and enlighten the meeting; and after further discussion the resolution was amended, and it was agreed that teachers now above thirty years of age who have already had five years' experience of teaching ought to be registered in Column B. But resolutions are of little value in themselves. If, however, the Executive take the matter in hand earnestly, if timely representations and memorials are made in the proper quarter, something may be done to mitigate a genuine grievance.

The *Monthly Circular*, which has hitherto been edited by the Honorary Secretary, will in future be produced by the Press Sub-Committee. This Committee has lately had much time for quiet reflection and peaceful discussion. It has, for instance, been concerned about spelling. Shall it be Headmaster, Head Master, headmaster, head master, Head-Master, head-master, or Head-master? Many principles are involved in this question. Discipline forbids one to send a sixth-form boy with a report addressed "to the head master." Reverence forbids "Assistant Masters" to write lightly of "the head-masters in conference assembled." Then for the six other ways of writing "Headmaster," there are corresponding ways of writing "Assistant-master." In writing about the two classes together we may have, so the mathematician would tell us, forty-nine combinations. Some combinations must be at once rejected. For instance, the "Headmaster" is a king, and the "assistant master" a pawn; and this is intolerable. After looking at the question in all its aspects, linguistic and social, the Committee decided in favour of "Head Master" and "Assistant Master." They then decided to undertake the editorship of the *Monthly Circular* in compliance with the request of the Executive Committee.

UNIVERSITIES AND SCHOOLS.

LONDON.

Coronation honours were bestowed on eleven distinguished men connected with the University, the following having been knighted:—Sir A. Rücker (Principal), Sir William J. Collins, Prof. Sir William Ramsay, Sir Victor Horsley, Sir H. G. Howse, Sir Isambard Owen, and Sir C. Villiers Stanford, Mus.Doc.

Dr. Robertson, Principal of King's College, has been unanimously elected by the Senate to the office of Vice-Chancellor for the year 1902-3, in the room of Sir Henry Roscoe, to whom a cordial resolution of thanks was accorded on his retirement.

A Board of Advisors to select a candidate for the Chair of Education has been appointed, composed of three women and three men.

Full detailed regulations have been issued as to approved courses of study (under Section 125 of Statutes), specifying the number of hours

of study or practical work required, &c. Westfield College has been admitted as a school of the University in the Faculty of Arts. Schemes of examination for degrees in Engineering for external students have been drawn up; also regulations for degrees in Economics for external students, the same being approved as the basis of regulations for internal students.

Among the special examiners appointed for the Matriculation of September, 1902, and June, 1903, are: Latin, Dr. Gow and W. C. Summers; Greek, T. W. Allen and E. S. Thompson; English, Prof. J. Lawrence, D.Lit., and A. Reynolds; French, Prof. Brandin and E. Janau; German, Prof. Schüddekopf and F. Storr; Modern History, A. F. Pollard and Prof. Laughton; Mathematics, W. D. Eggar and G. B. Mathews; Physics, Dr. Fison and D. Rintoul; Chemistry, H. B. Baker and Dr. Turpin; Geography, G. Chisholm and Prof. Watts. Many of these are well known as experienced schoolmasters and examiners.

Apart from the question of standard, it is evident that the new examination for Matriculation in September is a godsend to many science and other students who wish to go in at once for a London degree, but have been deterred hitherto by the Latin and difficult historical English; while many non-scientific students are availing themselves of the opportunity given by the removal of compulsory science. The privilege of a second or subsequent entry for examinations at half-fee has been abolished for new students. This has struck veritable dismay into the large company of students who have been wont to come up at each "Matric.," even up to the seventh time, until at last a favourable set of papers let them through. Three "shots" has always been a favourite number with many candidates for "Inter." All this will now be greatly curtailed.

The Honours list of the recent Matriculation Examination (June) consists of fifteen names, none of them of women, and no candidate is disqualified by age for any exhibition or prize, or, in other words, the older students seem to have been less successful than usual. The exhibitions and prizes go, in order of merit, to Cardiff Higher Grade School, Bancroft's School, William Ellis Endowed School, Hounder's Institute, Leeds and Yorkshire College, Wrexham County School, and Croydon High School for Boys. "Private Study" is credited with one place only this time, the next after the prizes. The First Division is roughly nearly twice as long as the Second, a return to the old condition of things.

The regulations for the academic costume for the new degrees of B.D. and D.D. have been approved by the Senate. They are: D.D., a black silk or stuff gown of the same shape as for the M.A. Doctors of Divinity who are members of Convocation shall also be entitled to wear a gown of scarlet cloth faced with silk of Sarum red. The hood shall be of scarlet cloth, with a lining of silk of Sarum red. B.D., a black stuff gown of the same shape as for the B.A. The hood shall be of black silk or stuff, edged on the inside with silk of Sarum red. Bachelors of Divinity who are members of Convocation shall be entitled to wear a black silk gown of the same shape as above. They shall also be entitled to wear a black silk or stuff hood, with a lining of white silk edged with silk of Sarum red. Many inquiries were made as to the Divinity costume, and the matter received prompt attention from the Standing Committee of Convocation and the Senate.

The curriculum of study and scheme for examination in Agriculture for internal students for the Inter. B.Sc. Examination have been approved. Obligatory subjects are: Chemistry, botany, zoology, and, in addition, one of the following:—Mathematics, physics, geology. All subjects need not be offered at the same time.

Further negotiations are in progress between the University and University College with respect to certain details of the scheme for the incorporation of the college in the University, and it is hoped that by the date specified (February 28, 1903) a complete scheme may be agreed upon by both parties. The realization of the scheme will depend upon whether it is possible to raise the necessary funds.

A Latin address has been received from Owens College, Manchester, expressing the gratification of the authorities of the college at the appointment by the University of a deputation to attend their jubilee last March. It is signed "Devonshire, *Præses*; Joseph Thompson, *Thesaurarius*; Alfred Hopkinson, *Præpositus*." We are sending a similar learned address to the University of Sydney, on the occasion of their jubilee in September. It contains the words "Nos manet oceanus circumvagus" and "Multi transibunt et augebitur scientia," and a reference to "Ulixes" (amongst others).

The Principal has received a notice of the offer of the Barcelona Prize of 20,000 pesetas for Spanish archaeology.

At the recent M.B. Examination there were only two names (both of men) in the First Division, and there were thirty-three in the Second (four or five being women). At the recent Master of Arts Examination sixteen candidates passed in Classics, five in English (R. W. Chambers with distinction), one in German, one in History, and four in Mental and Moral Science. Two candidates took their D.Sc. in Zoology and two in Physiology.

Medical students who offer the London Matriculation as a qualification for registration were, in a footnote to the revised Matriculation Regulations, informed that they must pass in Latin, Greek or a modern

foreign language, and mechanics. It appears that the inclusion of mechanics was an error, and that mechanics are not needed.

BEDFORD COLLEGE FOR WOMEN.

The following have been elected members of the Council:—Walter Leaf, Esq., Litt.D.; and the Hon. Mrs. Bertrand Russell (Technical Education Board representatives); Sidney Lee, Esq., Litt.D.; Sydney Lupton, Esq., M.A.; the Rev. H. G. Woods, D.D., formerly President of Trinity College, Oxford. The Council have appointed W. H. Willcox, Esq., M.D., D.P.H., to be Lecturer in Hygiene, and Miss A. S. Perry, B.A., to be Librarian.

The following appointments have been obtained by former students of the college:—Miss C. E. Ainslie, B.A., to be Head Mistress of the George Watson School for Girls, Edinburgh. The Headship of this important school is for the first time given to a woman. Miss H. Martindale to be Woman Inspector to the Factory Department of the Home Office. Miss F. N. Lovibond to be Sanitary Inspector to the Rochdale District.

The following distinctions have been gained by present students:—M.A. University of London, Miss R. R. Reid; Reid Research Studentship of Bedford College, Miss C. H. Gibson, B.Sc.; Hygiene Diploma, Miss J. W. S. Meiklejohn, M.A. The Pfeiffer Scholarship in Science has been awarded to Miss E. A. Bridger, and the Courtauld Scholarship in Arts to Miss E. M. Green.

Six open Pfeiffer Scholarships of the value of 15 guineas will be awarded to the best candidates holding a degree, or equivalent, in Arts or Science wishing to train as secondary teachers. Application should be made to Miss H. Robertson, the Head of the Training Department, not later than December 13, 1902.

The Michaelmas Term will begin on Thursday, October 2. Students are expected to attend on Wednesday, October 1, to meet the Principal and lecturers.

UNIVERSITY COLLEGE, LONDON.

The following appointments have been made:—The Rev. Hermann Gollancz, M.A., D.Lit., has been elected to the Goldsmid Chair of Hebrew; Mr. R. A. Nicholson, M.A., has been elected to the Chair of Persian. Mr. Alfred Denys Cowper, of St. Paul's School, and Mr. Foster Sproton, of the Foundation School, Whitechapel, have been awarded Andrews Entrance Scholarships in Science. Mr. Henry Basset has been awarded the University College School Research Medal in Science. Dr. Angel Money has been appointed to represent the College at the Jubilee of the University of Sydney.

In view of the new regulations for internal students arrangements have been completed for the institution of a composition fee of £63 for a complete three years' course in the Faculty of Arts.

The new Library for Students of Modern Philology and Literature is now open. It is in the first instance to have three sections: (1) English Philology and Literature, (2) Romance Philology and Literature, (3) Germanic Philology and Literature. In connexion with this Library a School of Modern Philology and Literature will be organized and will be opened next session. The school will have in the first instance three departments corresponding to the three departments of the Library. It will be restricted to advanced students, of whom a limited number only may be admitted upon the recommendation of the respective professors.

WALES.

Dr. Isambard Owen, the Senior Deputy Chancellor of the University of Wales, and Mr. Alfred Thomas, M.P., President of the University College of South Wales and Monmouthshire, have both received the honour of knighthood. The Council of the University College, Cardiff, at its last meeting resolved to found a Research Laboratory for Physics in memory of the late Principal Viriamu Jones. It has accepted the valuable apparatus of Principal Griffiths.

Sir Alfred Jones has founded in connexion with the three University colleges of Wales a number of scholarships for the encouragement of technical work.

One of the scholars of the Cardiff Higher-Grade School was placed first in the Honours List at the recent Matriculation Examination of the University of London. A former scholar of this school, Mr. Christopher Thomas Preece, B.A. (Wales and Cambridge), who in 1897 was placed in the First Class in Mathematical Honours at B.A. in the University of Wales, and in 1901 was eleventh Wrangler, has this year been placed in the First Division of the First Class in Part II. of the Mathematical Tripos. Mr. David Phillips, a former free student of the county of Glamorgan, obtained a First Class in the Second Part of the Mental and Moral Science Tripos in Cambridge, having the previous year been placed in the First Class in Part I. of the Mental and Moral Science Tripos. Mr. Phillips also was a Board-school boy.

In connexion with the Cardiff and District Educational Society a meeting was recently held, which was largely attended by commercial men, to hear an address by Prof. Chapman, of Owens College, Man-

chester, on "Commercial Education," and to obtain the views of local business men on the subject.

IRELAND.

The announcement that an equivalent grant would be made to Ireland to balance the additional grant to be given in aid of public education in England, which appeared early in July, gave much satisfaction to those interested in education in Ireland. At the time of writing, however, it seems doubtful if any such grant to Ireland will be made at all. Replying to Mr. Clancy recently in Parliament, the Chancellor of the Exchequer said that, "because a grant for any given purpose was considered advisable for one of the three kingdoms, it did not follow that a similar grant should be given to the others. It was decided in 1897 that the expenditure on education should depend on the educational requirements, and not on the system of equivalent grants. If the Irish Government had any proposals to make for further expenditure in Ireland, of course the Government would be disposed to act justly by Ireland." This is by no means "of course" to Irish people, who have experience of the treatment Ireland has always received from Government in regard to education. The total endowment for secondary education in Ireland is about £80,000 a year in the hands of the Board of Intermediate Education, and this has been spent in producing the mischievous type of education evolved by competitive examinations and results fees. This money, it is also to be observed, is derived partly from the Customs and Excise, partly from the Irish Church money—that is, from Irish land, not from Government at all. There is in Ireland almost a total absence of private educational endowments, the very few there are, such as the Erasmus Smith and the Royal Schools endowments, being little over £15,000 a year. The result is that there are not sufficient intermediate schools, and that those that exist it is impossible to raise to an adequate level in regard to buildings, equipment, and excellence in teaching.

In a letter to the Chief Secretary concerning this proposed grant to Ireland, Father Humphreys (who has taken so active a part in trying to get the Erasmus Smith endowment differently distributed) points out the need for additional intermediate schools for the poorer classes in Ireland. Scotland, with a population nearly the same as Ireland, has £300,000 a year for intermediate education, while Ireland has (except for the few endowments above mentioned) only £80,000. The consequence is that there are only about 450 secondary schools altogether in Ireland, none of which are adequately provided for, all finding it difficult even to continue to exist, while, except in those held by some of the religious orders, school-fees prohibitive to the poor have to be charged. Nearly all the schools are situated in towns, so that the rural districts are shut out from secondary education completely, only parents who can afford to send their children to boarding schools being able to give them any kind of higher education. Father Humphreys shows that by the census of 1891 there were about 800 parishes, or nearly four-fifths of the whole number, without any intermediate school. He proceeds to advise that the grant, so urgently needed, should be spent in establishing 200 intermediate schools in those localities which most need them.

While Father Humphreys pleads for more numerous schools for the poor, it may be added that the absence of finely equipped schools in Ireland for the upper classes is almost as disastrous a state of things. Parents who can afford to send their children to English public or other schools, for the struggling upper-class schools in Ireland cannot give the same advantages. Such children naturally pass on to English colleges and Universities, and lose much of their interest in and sympathy with their native country. It is difficult to estimate how much of the political and social evils in Ireland is due to the want of good education. The contrast between the activity, prosperity, and intelligence of the people in America—a country having a good system of general education—and the languor and backwardness of Ireland, with a race equally intelligent, but miserable education, may be some indication of it. If "requirements" are to determine the giving of a grant to Ireland as an equivalent to that to be given to England, there should be no doubt of our receiving it. Unfortunately, those requirements, and the fruitful evils of their neglect, have always existed, without receiving attention from the English Government. Up to twenty-two years ago there was absolutely no provision whatever made for Irish secondary education.

So far, no answer has been received on the subject of withdrawing the right of Ireland to share in the "equivalent grant" for technical instruction. The Treasury is still debating the matter. How it can be considered debatable at all by any Government which professes to wish to advance technical instruction in Ireland it is impossible to conceive. The withdrawal of the grant will paralyze the efforts now being made over the whole country, and reduce the good the new Department of Technical Instruction can effect to the smallest dimensions.

It is proposed to take advantage of the meeting of the British Association this year in Belfast to hold a conference of scientific men and teachers in Dublin, in September. The movement has been

(Continued on page 534)

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initiated by Alexandra College, where the Conference will be held. It will commence Thursday, September 18 (the B.A. meeting concludes September 17), and continue for three days, *i.e.*, 18th, 19th, and 20th. An influential committee of scientific men and educationists has been formed in Dublin, and many of those interested in science teaching who are attending the B.A. meeting have accepted the invitation to take part in the Conference. The first day, Prof. Armstrong in the Chair, will be given to "The Teaching of Experimental Science (Chemistry and Physics) in Schools"; the second, Prof. Howes in the Chair, to "The Teaching of Natural History in Schools"; and the third, Mr. Horace Plunkett, Vice-President of the Department of Agriculture and Technical Instruction, in the Chair, to "The Present Condition of Science Teaching in Irish Schools." The Department are actively helping the committee and Alexandra College in the matter, and will publish a report of the Conference as a supplement to their journal. A somewhat similar conference will be held in Cork, just before the meeting of the British Association.

The Pass Lists of the examinations of the Royal University have just been published. One hundred and nine students obtained the Pass B.A. degree, 88 men and 21 women. The Honour degrees are conferred in the autumn.

The memorial addressed to the Intermediate Board and the Department of Technical Instruction by the various educational associations, asking them to form a Consultative Committee of teachers with whom they might confer in regard to new rules and programme before publication, has been refused by the former body and accepted by the latter. The Intermediate Board, while stating that they did not wish to form such a Consultative Committee, said that they would always be glad to consider recommendations from the associations, and suggested that they should be sent to them before November 1. The Department cordially agreed to form the Committee, consisting of one representative from each association. The representatives have been elected, and the Consultative Committee will probably meet the heads of the Department about the end of August.

Profound interest has been excited by the appearance of Mr. Frank Hugh O'Donnell's book, "The Ruin of Education in Ireland," a passionate plea against the establishment of a Roman Catholic University under the direction of the Church. Mr. O'Donnell is a Catholic ex-M.P., a highly educated and thoroughly sincere man, but of a difficult temperament. His book is an exceedingly powerful exposure of the wiles of the complete dominance of ecclesiastics in education which obtains in Ireland. It, however, contains exaggerations and inaccuracies which, to those conversant with the facts, weaken his argument. Thus, he asserts that, while absorbing all the funds available for education, the Roman Catholic schools teach nothing; but, as far as the examination test goes, the Jesuit and other religious schools have completely outstripped the secular secondary schools, and in actively studying methods of teaching and supplying scientific equipment many of them are far ahead of the Protestant schools. Again, he points, justly enough, to the enormous sums collected by the Church for churches, residences for the clergy, and other religious objects, and asserts that it does not raise, or give, anything to education. This is not true. Although the Church has not, since the period when it collected £250,000 to establish a Catholic University—all spent without any account rendered—given money towards University education, yet it raises and spends in convent and monastic schools and colleges large sums on education. Much of the money brought by the members of the various orders to these institutions is spent on education.

Nevertheless, the book is on many points unanswerable. The evidence of Bishop Dwyer before the Royal Commission gave a deplorable picture of the ignorance of the priesthood educated in Maynooth, which is highly endowed. This is no encouragement to entrust secular education to the bishops. This same illiterate priesthood also controls every Catholic school, primary and secondary, in Ireland. No account whatever is given by the Church of the immense sums received, and no control is exercised over the Church by the English Government, such as is exercised by the authorities in Catholic countries. A very strong point also is his contention that a cultured laity is an impossibility in a country where every teaching post—fellowship, professorship, &c.—is filled by ecclesiastics, for the lay scholar has no means of livelihood left. Mr. O'Donnell's book fails, however, to provide a sound scheme as a substitute for a Bishops' University. It is to be noted, that the Royal Commission practically refused to hear his evidence; his book is ignored by the Roman Catholic authorities; the Roman Catholic press is absolutely silent on it; but it is read and discussed everywhere, and approval and confirmation of it are general among the educated Catholic laity.

The Northern Women Graduates' Association, whose formation was mentioned in the June number of this journal, have sent in a memorial to the Royal Commission asking the Commissioners to give consideration to certain matters of importance to women, in the event of the reconstruction of the Royal University of Ireland or its replacement by a new national University. The memorialists urge that in either case all degrees, honours, and emoluments may still be open to women as to men, by the same examinations and according to the same standards; and that women may also be eligible as Senior Fellows and members of

Convocation. They point out that in the existing Royal University 216 women graduated from women's colleges between the years 1891 and 1900, while only a little more than one-sixth of that number graduated from the endowed colleges which are open to women as well as men; and in the matter of Honours the proportion awarded to graduates from women's colleges has been very large. These facts show that such colleges in which education is given mainly, if not almost entirely, by women lecturers are well attended and highly appreciated by women students. The memorialists consider that these colleges should continue to exist, both because a very large proportion of women students evidently prefer them, and because the opening they give for women lecturers tends to maintain a high standard in the teaching profession for women. They ask therefore that, if there is to be a reconstructed Royal University or a new University with affiliated colleges, some of these colleges should be for women, and receive an endowment, and, in view of the large number of women candidates entering yearly for degrees from Ulster, one or more of these women's colleges should be instituted in that province.

SCHOOLS.

BRIGHTON COLLEGE.—The scholarships are awarded as follows:—F. C. Thompson, George Long Scholar, Classics (Brighton College), £70; J. Case, Joseph Newton Scholar, Mathematics (Brighton College), £50; L. Gaisford, Gill Memorial Scholar (Mr. Grenfell, Parkgate), £32; V. A. H. Taylor, Honorary Scholar (Brighton College); G. M. Reeve, Exhibition (Monoux School, Walthamstow), £10; A. Carr, Exhibition (Brighton Grammar School), £10. Mentioned for Classics: J. R. Griffith; Mentioned for Latin: W. B. Blatch and W. M. Malleon.

BRISTOL GRAMMAR SCHOOL.—S. H. Slade and E. W. Wilton have been elected to Junior Pelouquin Scholarships. F. Daniell and H. L. White, Second Class Natural Science Tripos, Part I., Cambridge; J. H. Sleeman, First Class, Classical Tripos, Part II., Cambridge; F. S. Sutton, First Class, Final Honours School of Mathematics, Oxford; E. H. Maish, John Stewart Chemistry Scholarship, University College, Bristol.

BROMSGROVE SCHOOL.—The following open scholarships and exhibitions have been awarded:—Scholarships: A. C. Longland (Messrs. Knowles & Daugleish, Cothill, Abingdon), £80 for Classics; G. C. Marris (Mr. Ridgway's, Edgbaston), £45 for Mathematics; J. M. Collier (Miss Robson's, Tredennyke, Worcester), £30; F. N. D. Preston (Mr. G. R. Burnett's, Seaseale), £30. House Exhibitions, £20: F. T. G. Whittall; W. G. Wise (Mr. T. A. Wise, Oakfield, Rugby); N. Forde (Mr. Wallich, Inholmes, Cheltenham).

CANTERBURY, KING'S SCHOOL.—The following elections have been made:—To Entrance Scholarships: G. H. S. Pinsent (Mr. Lloyd, Winchfield), I. R. Madge (Mr. Robinson, Godalming), H. H. E. Gossett (Mr. Allen, East Sheen), A. R. Bellars (Junior King's School), A. G. M. Rope (Messrs. Atkinson & Farrar, Church Stretton), E. P. Shelbourn (Mr. Owen, Melton Mowbray). To a House Scholarship: V. L. Armitage (Mr. Lynam, Oxford). To Junior Foundation Scholarships: A. G. Roper, A. de B. Hamilton, R. Watson (all from King's School). To Probationer Scholarships: A. R. Bellars (Junior King's School), J. D. Abrahams (Junior King's School), H. H. E. Gossett (Mr. Allen, East Sheen), I. R. Madge (Mr. Robinson, Godalming), E. K. Barber (Junior King's School), A. G. M. Rope (Messrs. Atkinson & Farrar, Church Stretton), C. B. Simeon (Junior King's School).

CHELLENHAM LADIES' COLLEGE.—The following pupils of the Cheltenham Ladies' College have been placed in the First Division in the recent Matriculation Examination of the University of London:—Ethel G. Barker, Mary E. Browne, Maud Burt, Ursula Edmonds, Ella F. Gilbert, Eleanor Greig-Smith, Margaret Lapsley, Dorothy Lloyd, Margaret Richard, Mabel Shovelton, Dorothea Stock.

CITY OF LONDON SCHOOL FOR GIRLS.—Recent successes in outside examinations: L. M. Elligott, a Holloway College scholarship of £50 a year for three years; E. M. L. Griffiths, a scholarship of £50 for two years, for Westfield College; E. Jasper, two bursaries of £30 a year, each for two years, for Holloway and Westfield Colleges respectively. London Matriculation Examination, First Division: C. Carwood, J. Martin, E. Smith, E. Stroude, and H. Wallingford. The annual distribution of prizes by the Lady Mayoress is fixed for October 8 next.

CORK HIGH SCHOOL FOR GIRLS.—Miss M. Porter, B.A., has been appointed science mistress; and Miss E. MacGiffen, B.A., language mistress. The High School term begins on September 1.

HAILEYBURY COLLEGE.—The following were the principal prize-winners announced on Speech Day:—A. R. Gidney, Latin Prose and Greek Prose Translation and English Essay; C. H. Dinham, Greek Iambics; H. C. Gordon, Translation into English, Shakespeare Prize, Study of Art, History of VI. Form, and English Verse; L. A. Speakman, Latin, French, and Second German, Modern Side; G. E. F. Torrey, Recitation, French, and Second German, Classical Side; C. V. Troughton, English Literature, History, and Physical Geography, Modern Side. At Oxford, C. A. Henderson and J. T. Scott, Second

(Continued on page 536.)

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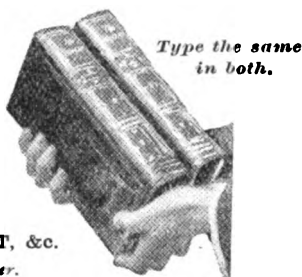
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Class Moderations. At Cambridge, L. F. Brady (St. Catharine's), Second Class Classical Tripos, Part I.; A. J. Nicholson (Trinity), Second Class Natural Science Tripos, Part I.; G. S. Oddie, Rustat and Jew Scholarships at Jesus; M. Davis, a Mathematical Scholarship at Sidney Sussex. The following have passed for the Royal Military College:—D. F. Cunliffe (7th), M. C. Gribbon, E. H. Bowes-Lyon, A. B. Smyth, D. G. Sandeman, H. C. Fox-Boxer, P. W. Elliott, W. D. Hepburn, C. H. G. Collins passed out of the Royal Military College with Honours. A. H. Fraser passed into the Royal Military Academy, Woolwich, and S. C. Lyttelton into the "Britannia." The Speech Day, with a rather curtailed programme, was held on Wednesday, July 9. The guests were numerous, but, for once, the weather was not propitious. Refreshments, a display in the Gymnasium, and an organ recital filled up the time after the distribution of prizes. The "Boer War Memorial" is to take the form of a fine obelisk in the avenue before the college gates, and a "Roll of Honour" in the cloisters on the south of the quadrangle. We are now studying the effect of the obelisk from a dummy erected on the proposed site within view of the Lodge and the public road. The school breaks up on Thursday, July 31.

HULL GIRLS' HIGH SCHOOL.—Six successes have been gained in the London Matriculation of last January and June: M. England, G. Bolton, and T. Paterson have been placed in Division I.; E. Milner, A. Williams, and E. Young in Division II. T. Paterson has just gained a County Council Scholarship of £60 a year for two years, and Margaret England has been awarded a bursary of £30 a year for three years at the Royal Holloway College. Miss Tinkler, B.A., at present second mistress in this school, has been appointed Head Mistress of the Girls' High School, Leicester (Church Schools' Co.). Her place will be filled by a former mistress, Miss Louis (Oxford Honour Schools).

NEWPORT INTERMEDIATE SCHOOL FOR BOYS.—J. J. Cater, P. J. Leonard, L. G. Taylor, F. E. Tilley, and W. H. Whitehouse have passed the London University Matriculation in the First Division.

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—On Friday, July 4, the Bishop of London presided at the annual prize-giving of the above school. The girls first sang a hymn "O God, our help in ages past!" After a short prayer offered by the Rev. A. J. Buss, they sang again, this time a song, "The Fairy Godmother." Then followed the Head Mistress's report. After this another song was sung; "As it fell upon a day," and then came the distribution of prizes by the Countess Grosvenor. The girls having again sung, the Bishop rose to say a few words. The honoured name of Buss, known to him already in East London, he now found to be no less honoured in North London. This was one reason of the great pleasure it gave him to come to the school; another was that it was a pioneer school—common as high schools are to-day, it was this school that began the whole movement. He then spoke of the influence for good such a great school possessed—an influence affecting the home life of wives, mothers, and sisters, as well as that more public life now open to women in so many capacities. Mr. Latham proposed a vote of thanks to the Countess and the Bishop, and the proceedings terminated with the hearty singing of the National Anthem. There were on the platform, beside the Countess and the Bishop, Lady Florence Bridgman, Mr. Latham, the Master of the Clothworkers' Company, Miss Ridley, Miss Paget, Mr. Horne, Mrs. Hill, the Rev. A. J. Buss, the Rev. Septimus Buss, the Rev. H. L. Paget, Rev. G. Tiley, Rev. H. Cart, Dr. Garnett, Mr. Garrod, Mr. Willock, Dr. Mott, Miss Chessar, Miss Newton, Dr. and Mrs. Willis, Miss Lawford.

RADLEY COLLEGE.—The following have been elected to scholarships:—Longland, With, Byatt, Reade, Kempe, and Bigg-Withen.

RICHMOND HIGH SCHOOL, SURREY.—In April K. Seaton gained a Clothworkers' Silver Star at the Royal Drawing Society Exhibition; highly commended, D. Seaton; commended, K. Seaton and W. Sharpe. In the Royal Drawing Society Examination, out of 82 entries, 26 honours and 32 pass certificates have been obtained; K. Seaton obtains her full certificate. W. Knight has passed the Associated Board of the Royal Academy of Music and Royal College of Music Local Centre Senior Grade Examination in Piano. Miss Meek and Miss Wharton are leaving, and will be replaced by Miss A. Lloyd, B.A. London, late of Kendal High School, and Miss O. Murray Browne. A school magazine has been started this year.

ROSSALL SCHOOL.—Entrance Scholarships:—Senior: R. D. Anderson, T. H. Cleworth, H. D. Littler, C. J. H. Bolton, C. Caddick, A. Pym, T. Harston, C. T. Hobson (E. Owen, Esq., Tower House, Melton Mowbray), E. W. Hasell (W. M. Smith, Esq., The Tower, Portinscale). Foundation: W. St. J. Pym. Junior: C. A. Storey (Rev. E. B. H. Berwick, Rossall Preparatory), H. L. Hughes Jones (B. Thompson, Esq., Sandy Knoll, St. Anne's), G. L. B. Stones, F. B. Reece (R. W. Hugh-Jones, Esq., Coleb House, Rhyll), E. Powell (Foster Knowles, Esq., Cothill House, near Abingdon), H. B. Edwards (R. S. Lea, Esq., Lindley Lodge, Nuneaton). Principal prizes and distinctions gained in the School:—History and Latin Lyrics: J. N. G. Johnson. Translation: S. F. Peshall. Moss Christian Evidence: S. F. Peshall. General Paper: (1) T. H. Mayes, (2) S. F. S. Johnston, (3) N. C. Hollins. Bishop Richardson, late of

Zanzibar, and now assisting the Bishop of Brechin, has just undertaken the Wardenship of the Community of St. Thomas-the-Martyr, Oxford. The Rev. J. E. Meran, our first Rossall Missioner at Newton Heath, Manchester, has been nominated Bishop of Tasmania. At Oxford F. R. G. Duckworth gained a first in Honour Moderations; P. G. C. Campbell, the Chancellor's Prize for English Essay. At Cambridge, F. B. Roberts played in the Freshmen's Match, W. H. Sell in the Seniors' and for the Next Sixteen. At Sandhurst, G. H. W. Mortimer represented the Royal Military College against Woolwich in the high jump and hurdles. F. B. Newett has won the Amateur Golf Championship of Ireland.

UNIVERSITY COLLEGE SCHOOL, LONDON.—Speech Day was held on July 25, when the prizes were distributed by Mr. John Hawksley, President of the Institution of Civil Engineers. The most marked feature was the success of the new Commercial Side. Twenty-one diplomas were awarded by the examiners of the London County Council, and one pupil—A. Harris—obtained distinctions in eight subjects. The Head Master, in his address, dwelt on coming changes. As soon as University College is incorporated in the University of London, the school will have to seek a new home under new auspices. For new buildings some £80,000 will be needed, and an appeal was made to the generosity of old *alumni*.

ERRATUM.—In the Scottish notes of last month (page 460, col. 2, line 12) an unfortunate "not" crept in. The words should read "in all cases the qualifying course should extend over three terms."

PRIZE COMPETITIONS.

The winner of the Translation Prize for June is F. C. Webb, Esq., Oakover Girls' School, Eurnham, Somerset.

Elle se mesloit d'estre poëte, et composoit des vers, dont j'en ay veu aucuns de beaux et tres-bien faictez, et nullement ressemblans à ceux qu'on luy a mis sus à avoir faictez sur l'amour du comte de Bothwell: ils sont trop grossiers et mal polis pour estre sortis de sa belle boutique. M. de Ronsard estoit bien de mon opinion, en cela, ainsi que nous en discourions un jour, et que nous les lisions. Elle en composoit bien de plus beaux et de plus gentils, et promptement, comme je l'ay veue souvent qu'elle se retiroit en son cabinet, et sortoit aussy tost pour nous en monstrier à aucuns honnestes gens que nous estions là. De plus, elle escrivoit fort bien en prose, surtout en lettres, que j'ay veues très-belles et tres-eloquentes et hautes. Toutesfois, quand elle devoit avecques aucuns, elle usoit de fort doux, mignard et fort agréable parler, et avecques une bonne majesté, mesme pourtant avecques une fort discrete et modeste privauté, et surtout avecques une fort belle grace: mesme que sa langue naturelle, qui de soi est fort rurale, barbare, mal sonnante et scéante, elle la parloit de si bonne grace, et la açonnoit de telle sorte, qu'elle la faisoit trouver très-belle et très-agrable en elle, mais non en autres.

Voyez quelle vertu avoit une telle beauté et telle grace, de faire tourner un barbarisme grossier en une douce civilité et gracieuse mondanité! Et ne s'en faut esbahir de cela, qu'estant habillée à la sauvage (comme je l'ay veue) et à la barbareque mode des sauvages de son pays, elle paroisoit, en un corps mortel et habit barbare et grossier, une vraye déesse.

By "VICTA."

She was fain to be a poetess, and wrote verses (some of which I have seen) that were admirable and very well composed, and in no wise resembled those on Earl Bothwell's love, which have been ascribed to her: these are too rough and unpolished to be of her scanty workmanship. M. de Ronsard was assuredly of my opinion of this matter one day that we read and discussed them together. She wrote far better and more graceful verses than these, and with great facility, for I have often seen her withdraw into her study and presently re-appear and show them to any of us courtiers who happened to be present. Moreover, she wrote prose excellently well, particularly in the form of letters (some of which I have seen), very charming, elegant, and noble in expression. Whenever she conversed with any one her voice was very soft, gentle, and agreeable, her manner suitably dignified, yet infused with a becoming and decorous geniality, and so full of charm that her native idiom, which is naturally very rude, uncouth, inharmonious, and unpleasing, was spoken by her with such charming modulations that it acquired on her lips a beauty and a fascination not its own.

See the irresistible power of such beauty and grace in turning a barbarism into an expression of politeness and gracious urbanity. And it need not be marvelled at that, clad as I have seen her in provincial garb, and in the outlandish fashion of the barbarians of her country, in mortal body and in uncouth and barbarous dress she yet appeared a very goddess.

(Continued on page 538.)

These School and Teachers' Advertisements are continued from page 501.

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School and Teachers' Advertisements are continued on pages 539, 540, 541, 542, and 543.

We classify the 172 versions as follows:—

First Class.—A Scotch Wanderer, Mow, Egea, W.E.Ll., Hampstead, E.H.O., Izara, Chemineau, Emloh, Una, Cos, Altnacaille, Victor, Cos (A+B), Forbes, Peter Quince.

Second Class.—Nectarine, A.C., Vert de gris, Whitwarrer, Peashooter, Lindis, Merrybent, Lettie, M.E.T., Megan, Désormais, Pom-pom, Paddy Aylescroft, Euphuus, Blackie, Nénuphar, Sibyl, Velvet, Argonaut, Towzer, Stedye, Ely, Glenleigh, Moa, Gentian, Lavender, H.M.A., Mayenne, Shark, Kaninchen, Union Jack, Périgoul, Prestkrage, Lancing, Smallweed, Shamrock, Susan, Heiress, C.J.I., Eilrig, M.E.L.H., L.M.S., Llanrheddig, Tekhen, 'Ιδιωτης, E.A.d'A., Sperabo, Ianthe, Prig, Mac, L'Oisel, Treboz, Borealis, Eothen, Kyleside, Moyer Age, Sandy Tam, Evviva, Gardez bien, Leg, Ursuline, Treu, Illusion, Corbar, Luz, Elsa, Fortes et Fideles, G.A.B., Esquimault, Hannington, Noric, Sansgène, Lavengro, Downhill, F.C.J., Olga von Stena, H.I.J.K., Gänseblume, Jarno, Needle, 100,000, Empior.

Third Class.—Pen and Ink, Senga, Isobel, France d'abord, Hitchhurst, E. Ormond, Sandra, Interprète, Finis, Mais, A Minor, Tremartha, Duns Scotus, Joe, Day Dawn, A.W.I., Markham Bambly, X?, M.T.R., K.B., Scotch Thistle, Hareim, Marigold, Bernardine, Tête Blanche, A.C., E.B.H., Fernia, Barak, Corbucet, Madcap, Toujours continuez, Tyro, Mab, Caversham, Sigma, Sauvage, Wilts.

Fourth Class.—Sorosis, Lahnstein, A.J., Ringelblume, Jacko, Stella, Czillag, Motor, La Pierre Noire, F.M.R., E.A.M., Rock Castle, E.G.P., Guenna Nervitta, L.G.R., La Souris, Sydney, Patna, E.A., Marwenne, Nemesis, B.M.W., Fossil, D.H.W., Helen, Saint Blaise, M.C.N., Nairn, Claire.

Fifth Class.—Neith, U.Y.Z., Hela, E.H. de R.B., Violet, E.R.F., M.J.H.

An ideal translation of the passage from Brantome would undoubtedly be couched in Elizabethan English, but this is a bow that many essayed, but none was able to bend. The next best course was to avoid glaring modernisms. Thus "society manners," "love affair" are jarring discords; and "trifled with poetry," though it exactly renders the French, should be rejected in favour of "affected." To pass to actual blunders, "Count Bothwell," "Moorish garb," and "her country Barbary" were not infrequent. The sentence *Comme je l'ay vuee* was often an anacoluthon. *Honnestes gens* in seventeenth-century French is "men of breeding." *Privaute* is not "reserve," but "familiarity." In *elle en composoit bien de plus beaux*, *bien* is not "many," but "certainly," "for that matter." "We need not marvel" was perverted by many into "Is it not astonishing?" In *Victa's* version, "rough" should be "coarse"; and for "provincial garb" substitute Spenser's "salvage weeds," or, if this is too archaic, "uncouth."

EXTRA PRIZE.

The Extra Prize for an epigram on the postponed Coronation is awarded to "Kingston":

Fate had decreed it all too soon
To crown an *august* King in June.

"G. E. D." sends us:

"God save the King!" glad millions thronged to peal:
"God save the King!" we falter as we kneel.

And "M. J. H.": "Nullum tempus occurrit regi."

Olouva's hendecasyllables are commended, but we question *gaudii* and use of *præ*.

HOLIDAY PRIZE COMPETITIONS.

Prizes to the amount of Five Guineas as a minimum are offered for the following competitions in photography:—

1. One figure study, illustrating some scene in history or fiction.
2. A set of three landscapes.
3. Three architectural studies, exterior or interior.

Photographs will be returned if stamped covers are sent.

Prizes to the amount of Three Guineas as a minimum are offered for the following literary competitions:—

1. A triplet of anecdotes illustrating the humours of the class-room or the playground.
2. Three instances of infant precociousness.
3. Three pedagogic sentences or maxims selected from classical novelists.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

All competitions must reach the Office by September 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION, 7 Broadway, Ludgate Hill, E.C.

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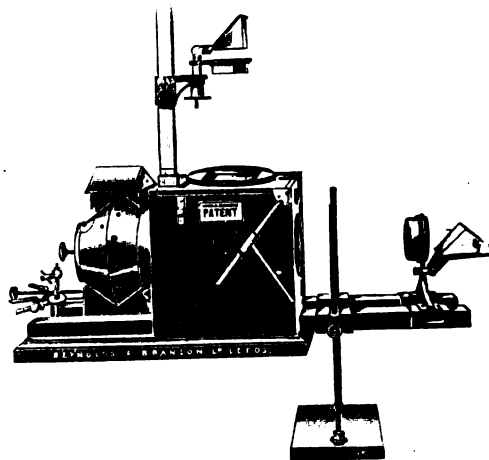
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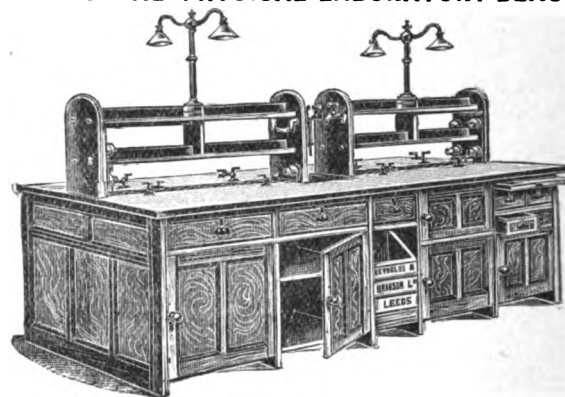
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Aberayron, 29th July, 1902.

B. C. JONES, Clerk to the Governors.

HEAD MISTRESS.—The Governing Body of the **WYGGESTON GIRLS' HIGH SCHOOL, LEICESTER**, invite applications for the position of **HEAD MISTRESS**, which will become vacant at Christmas next. The salary will be £100 and a capitation fee of £1. 5s. for each girl up to one hundred, and £1 for all above that number. There is accommodation in the School for about 350 girls, and at present there are 315 in attendance. No residence is provided, and boarders are not taken. Applications, with not more than four original testimonials, must be received on or before September 10th, together with twenty-five printed or type-written copies of the application and testimonials. Each applicant must state her (1) Professional Training, (2) University Degree, if any, (3) Experience, (4) Age, and (5) Present Appointment.

Candidates are requested not to canvass. For further information apply to 1 Berridge Street, Leicester. A. H. BURGESS, Clerk to the Governors.

29th July, 1902.

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OCCASIONAL NOTES.

"THE line which the *Pilot* has taken in reference to the Education Bill has not approved itself to the majority of Churchmen."—This beginning of a leading article in the

The "Pilot" and the "Journal": Extremes meet.

Pilot we may, *mutatis mutandis*, apply to ourselves, and the arguments that the *Pilot* adduces against the Bill may explain to our Liberal friends why we have, with many reservations, on the whole supported it. "It leaves the one serious grievance of the Nonconformists [full representation on the managing boards] unremedied. The almost certain result of a victory of the Liberal Party will be an apparently slight, but really vital, change in the relative proportion of foundation and representative managers." That is our hope and expectation; and, in this hope, we are content for the present to accept the half loaf, or even the third, of Section 7. The second objection of the *Pilot* is that, though in good Church schools, that is, schools which maintain strict dogmatic teaching, the Bill will be harmless, yet in bad schools the majority, we are glad to learn, which are lax in their insistence on dogma, the representative minority will prevail and persuade their colleagues "not to emphasize denominational shibboleths." We, too, believe that this happy consummation will gradually be brought about. The last, and most weighty, objection of the *Pilot* to the Bill is that it will stay the spread of Church schools. Even at present "the Board schools are everywhere overtaking the Church schools," and Churchmen who were not prepared in the 'seventies to run a Church school in opposition to every Board school that was established will be still less inclined to do so in opposition to the Local Authority schools of the future. We hope it may prove so; but on this point we must confess that we are less sanguine than the *Pilot* is despondent.

THE resignation of Sir John Gorst, though sudden, was not unexpected. It was well known that he was not a *persona grata* to a Cabinet whose indifference to education

was, in his eyes, hardly atoned for by a death-bed repentance, and for whose ignorance and incapacity as shown in educational legislation he barely concealed his contempt. It was known also that with some of the permanent officials of the Board of Education he was not on speaking terms. That the Leader of the House of Commons should himself have taken charge of this year's Education Bill may have seemed to some only a sign of the importance that the Government attached to the measure; but this would not account for the Vice-President's silence in the debates. Lastly, those behind the scenes know that more than one offer had been made to Sir John to induce him to resign. The announcement was not unexpected; yet to many teachers it came as a shock, followed by a feeling of regret as at the death of a great general or statesman. In this feeling we fully share; and, though we have nothing to retract of the censures that from time to time we have felt bound to pass on his conduct, we gladly seize this opportunity of testifying to his many countervailing qualities. First and foremost, Sir John Gorst knew his business, with a knowledge born of long study and personal experience—experience gained in the colonies, at Toynbee Hall, and by constant visiting of schools. He had not, like the Prime Minister, to be coached in his brief and prompted at every turn. Secondly, he had a true zeal for democratic education and an abhorrence of the obscurantism of the Lords and landlords with whom his lot was thrown. Sir John Gorst's Bill of 1896 was a statesmanlike measure, wrecked only by the timidity and the ineptitude of Sir John's superiors. Let us recall the *symbolum* of educational reformers enounced at Liverpool in 1899: "I hope to see the day when there will be in every district one sole Authority responsible to the people and possessing its confidence, which will arrange the whole of its education, elementary and secondary." Thanks greatly to Sir John, that goal is now in sight. Lastly, he was fearless in his utterances, and herein lay both his strength and his weakness. He entered office with the tacit understanding that he would be Her Majesty's most obedient, humble servant, a mere paid official of the Government, provided he might speak what he thought; and he used to the full, and sometimes abused, this chartered liberty. Whether he was right or wrong in this view of the now abolished office we will not pretend to decide. This much is certain, that his brilliant talents were devoted to education, and that what influence he had was all thrown on the democratic side. The Ministry may be more consolidated by his retirement, but it has lost its ablest member, and the country is the poorer by the loss.

"LE roi est mort: vive le roi!" The Vice-President is dead, and we have in his stead to represent the Board of Education in the House of Commons the Warden of All Souls. Sir William Anson is a good lawyer and a good business man. He knows thoroughly the machinery of a great University and something of the work of a County Council. He has in a wonderfully short time gained the ear of the House, and, what is equally important, he has shown that, though in general a supporter of the Government, he has his own opinions and the courage of his opinions. With teachers and teaching other than academic he has not been brought into contact; but we may be confident that their claims will receive from him a just, if not a sympathetic, hearing. The shuffling of the Ministerial cards has given us as President

of the Board Lord Londonderry in place of the Duke of Devonshire. Lord Londonderry, as all the papers have reminded us, was for a brief period Chairman of the London School Board. As a perfervid partisan puts it, "he weighed the London School Board in the balance, and, having found it wanting in business capacity, he left it," which will suggest to some Mrs. Partington and her mop, and to others rats and the sinking ship. This, as far as we are aware, is Lord Londonderry's only claim to the office, and we profoundly regret the survival, or revival, of old bad precedents. "I am the Minister of Education," said a former Duke of Richmond, pilloried by Matthew Arnold; but he made no impression on the figure-head theory.

AS manager of an Education Bill, Mr. Balfour has in part retrieved the character he lost in 1896. Thanks to his conviction of the seriousness of the situation and to the excellent coaching he received from the officials, or possibly an official, of the Board of Education, he has displayed his best powers of tact and persuasion. In response to his appeal the House, before rising to shoot grouse, passed Section 7, in which is now incorporated the gist of Section 8. In a small house of 318 members Mr. Balfour secured a majority of 122 votes. The clauses now passed contain the main principles that offend, or appear to offend, the Opposition. And yet we find the newspapers talking, with joy or sorrow, according to their politics, of the scanty prospect the Bill has of being placed upon the Statute-book. The Leeds and the Sevenoaks by-elections are significant warnings, but the end is not yet. Nor would educationists, apart from politics, desire a general election. The Liberal Party has as yet no alternative scheme. To go to the country on an Education Bill would be a real calamity, for at present the elector does not distinguish between education and the bitter jealousies of rival religious bodies.

IT is difficult to grasp the real idea that prompts the opposition of the nonconforming bodies. The Free Church minister writes to his local paper declaring that he will never pay the education rate, and enclosing a subscription of £5 towards a defence fund. Under the existing Education Acts the State pays 10d. out of every shilling—we take the figures from the *Schoolmaster*—spent on maintenance by the managers of voluntary schools. Under the new Bill elevenpence out of every shilling will be contributed from public funds. Under existing Acts the voluntary school is free from any control except that of the Board of Education; under the new Bill all secular education will to the same extent be controlled by the Local Authority. The Church accepts an additional penny in the shilling as the price of giving up its control, and yet the Bill is often described as a scheme for endowing the denominational schools. Is it that the Free Churchman makes so great a difference between rates and taxes? He seemed content to pay his tenpence in taxes, but refuses to pay his elevenpence partly in rates and partly in taxes, though by so doing he may get the school controlled by the Local Authority—the very object which he appears to have at heart.

AFTER the lengthy discussions and varied amendments to Section 7, the actual scheme proposed seems comparatively simple. In all public elementary schools provided by the County Authority—and transferred Board schools are held to be so provided—the County Authority will nominate not more than four managers, and the minor Local

Authority not more than two. In a borough or urban district which becomes an Education Authority, power is given to appoint any number of managers that Authority shall desire. Existing voluntary schools are to have a number of foundation managers or trustees not exceeding four, and a number not exceeding two appointed by the Local Authority. We may be content, as a first instalment, that the managers who hold and are responsible for the fabric of a voluntary school must be in the majority. These managers will naturally be ratepayers, and, although not necessarily elected by the locality, will be, in most cases, those men and women who are approved by the public opinion of the neighbourhood. The two managers who officially represent the ratepayer will be able to see that there is fair play. In the event of improper action by the trust managers the Local Authority can step in.

THE one argument of Mr. Balfour and the Church party against admitting public control of schools maintained at the public cost is the interference with private property, and the millions that have been spent by Voluntary Subscriptions in the Four per Cents. Voluntaryists on the erection of buildings are quoted in every debate. *Valeat quantum.* All we propose here to show is that the figures cannot be accepted without a large discount. First, we must in fairness deduct what has been paid in school rates in all those parishes where a voluntary school has prevented the formation of a School Board. Next, there are the cases of which Eastbourne is a type. There, in 1897, the Eastbourne Voluntary Schools Building Company, Limited, was formed, with a capital of £10,000. The object of the Company, as stated in one of its prospectuses, was "to provide capital for the building or enlarging of elementary schools in Eastbourne, so as to avoid a School Board with its heavy rates, and to do this in such a way as to provide a fair interest on the capital supplied." The Company has fulfilled its promises and paid a dividend of 4 per cent., besides a rent charge to the Duke of Devonshire, who is the principal shareholder. Can the Duke claim that he and his fellow-speculators shall, through his clerical lessees, manage in perpetuity the schools that they have thus built?

THE latest protest against the Education Bill comes from Wales. The Carnarvonshire County Council has resolved that "This County Council desires to intimate to the Government in the House of Commons [why only the Commons?] that until . . . they will not carry out the Bill in and for the county of Carnarvonshire." Doubtless other Welsh County Councils will follow suit if, as Dr. Clifford boasts, they are Nonconformists first and educationists afterwards, and, he might have added, law-abiding citizens. The *Westminster Gazette* considers this a facer for the Government, and cannot conceive what will happen in such cases. The contingency, however, was anticipated, and Section 11 meets it. The machinery for dealing with recalcitrant School Boards is still available. The Intermediate Committees, who are anxious to take over the elementary work, will simply be constituted the Authority under the Bill, or else a *mandamus* will be issued to compel the County Council to act. But the Government have a stronger weapon in reserve: they can exempt Wales from the operation of the Act. This will mean the loss of the new 7s. grant, the continuance of the special aid grant, the refusal of the extra secondary rating power, and the continuance for Wales of all the anomalies consequent on the Cockerton judgment. The Welsh nation are shrewd enough to see that a "won't play" policy will not pay, and the next County Council election will bring Wales into line.

MR. BALFOUR would have nothing to say to the compromise suggested by the Bishop of Hereford, who is, unfortunately, regarded by his episcopal brethren as a wolf in lawn. It is, briefly, that in the eight thousand "one Church school" parishes the Church managers shall have

*Dr. Percival's
Compromise.*

the right of requiring that the head teacher shall be a member of the Church of England, other posts being open to all denominations; that the clergy shall have free access to the schools at suitable times for the purpose of denominational instruction; and that the Church, the Local Authority, and the Parish Council shall appoint each one-third of the managers. This seems to us an equitable arrangement, and one that, unlike the Government's, might be final. So long as the appointment of the teachers rests with the managers it is monstrous to pretend that the control of the secular education rests wholly with the rate-payers.

MR. H. LEE WARNER puts excellently in a letter to the *Spectator* the grievance of Nonconformists with regard to training colleges:—"Only yesterday a young schoolmaster, a Churchman, told me how deeply he felt the case of those young sons of Nonconformists who had passed above himself and, being unable to get places in an undenominational college, were reluctantly confirmed so as to qualify for a Church college." If tests were abolished at the Universities in spite of trust deeds and the pious founder, the case is infinitely stronger for abolishing them in training colleges, where the foundation is a *bagatelle* compared with the contribution of the State.

LORD MEATH, by his persistent advocacy, has obtained from the War Office a grant of free ammunition for cadet corps under certain conditions, and, to judge by his correspondence with Mr. Brodrick, which he sends to the *Times* of August 22, he is not likely to obtain much more. Mr. Brodrick will receive a deputation in the autumn—a deputation of the Lads' Drill Association—but "cannot hold out any hopes of our undertaking large financial responsibility for the training of cadets." This decision we cannot pretend to regret. Straight shooting has an educational no less than a patriotic value, as the Persians taught us long ago, and we are glad to note the growing competition for the Elcho Shield at Bisley; but to military drill, unless it be genuine volunteering, we are opposed as the latest and most specious form of premature specialization. The bulk of the evidence so far taken before the Royal Commission on Physical Training (Scotland) decidedly inclines this way, though the reasons given are various and, to some extent, contradictory. Sir T. Lauder Brunton seems to us to go to the root of the matter. "Children," he says, "take an enormous amount of pleasure in simply shouting and yelling. It is very disagreeable for their neighbours; but it is awfully good for the child."

HISTORY would show that all progressive innovations are rediscovered at variously recurring intervals. We have with us now Nature Study and the Nature Study Exhibition. Our educational politicians talk as if a new way of life had been found, as if the bright future will no longer be as the dull past. "Lead your child out into Nature, teach him on the hill-tops and in the valleys," was one of the messages that Pestalozzi had for the world. Mrs. Humphry Ward has brought to a successful issue the experiment we

announced last month. Thanks to her name and to the all-pervading powers of the Press, it is likely that no School Board member or school manager, no Government official or inspector, will remain in ignorance of the magnificent pioneer work that has been done in the first summer vacation school to be opened in England. It is almost a pity that some other word than school could not be found. For many generations the word has to the child borne a connotation of ill omen. Mrs. Ward's school is organized play for children who otherwise have but the street as playground.

THE child of well-to-do parents is not idle in his summer holidays. He has his games and sports out of doors; in wet weather he has his paint-box, his charades, and countless other amusements. For the child in crowded London who has none of these pleasures the holiday school will come as a revelation. But this is not all. It is a commonplace to say of the British schoolboy that he learns as much from his play as from his work. The moral rightly drawn from the curriculum now carried on at the Passmore Edwards settlement is that much of the "play" could be incorporated in the time-table of "work" with gain to both teacher and taught. The Manchester boys who spent a week walking in the Peak district of Derbyshire probably learnt more than they had learnt in any other single week of their school life. Yet we venture to say that they enjoyed the trip and did not call it work. The children in the vacation school who are painting, drawing, singing, dressing dolls, modelling in clay, dancing, cooking, listening to fairy stories and acting simple plays are, we can testify, enjoying themselves hugely. And just as a result of this enjoyment their faculties are undergoing a sound educational process.

THE London County Council is not yet prepared with a detailed scheme for the training of secondary teachers. One announcement is, however, made that we welcome with considerable satisfaction. "It has been decided," so runs the official statement, "that the course for these students [those who intend to become secondary teachers] will be entirely post-graduate, and no student will be admitted who has not obtained a degree or passed an examination qualifying for a degree." From earlier and incomplete announcements, we greatly feared lest the new training college would attempt to train and prepare for the degree simultaneously. For primary teachers this drawback does indeed remain; but it would be impossible at present, and perhaps not altogether necessary, that a student intending to prepare for primary teaching should obtain a University degree as a preliminary for professional training. The condition of entrance to the primary side of the college is that the student must have passed the Matriculation Examination of the London University.

IT does, indeed, seem futile that His Majesty's judges, whose salaries come from the nation, and learned barristers, whose fees, some at least, will come from the London ratepayer, should spend their time and their acumen in considering a point which the present Education Bill is intended to settle. The "aggrieved" ratepayer sets the ball rolling, Mr. Cockerton gives it a push, and four Lords Justices have sped it on its way to become the sport of a higher court of appeal. It is illegal, so at the present moment stands the law, for the London School Board to spend money in building "centres" for the instruction of pupil-teachers. It is truly farcical. Pupil-teachers must

*Cockerton's
Progress.*

*The
New Teaching.*

be trained. The new Bill gives specific powers for this purpose to the new Education Authority. But legally the School Board has no right to do what every large Board is doing and doing wisely after the pressure of public opinion. In the meantime the Cockerton's Relief Renewal Act has passed through the House of Lords, and for another twelve months Parliament gives permission for a continuance of acts which are declared not to be legal. The inquiring foreigner might be pardoned for suspecting a conspiracy to find employment for our judges, had he not learnt that they were already overworked.

WITH all our faults, we in England do not close a number of schools without making provision for the children ejected. Mr. Cockerton may try to bar the door, but work continues. Neither—fortunately

In France. for ourselves—is the divergence between the Church of England and others so complete as the opposition of the French socialists to the clerical party. We hear of school buildings besieged and protected in regular form, of an officer who refuses to obey orders, of groups of peasants maddened by a rough attack upon the *seurs* they have learned to know and love. So far, the Vatican has not spoken, and rumour has it that the schools of the congregationists are not popular with the French bishops. Otherwise we should be surprised at the want of tact shown by the clericalists, who had only to ask for authorization and to submit to conditions not more stringent than the English Church welcomes in order to be allowed to continue their schools. Inflammatory speeches are made, appealing on the one hand to religious convictions, on the other to liberty of conscience; but there is one point which the speakers omit to note—where these religious schools are closed the locality will be called upon to provide others. This fact may account for much of the opposition to the action of the French Government.

AMONG the many schemes propounded to bridge the chasm between the supporters and opponents of the present educational measures, none is more attractive and none is more impossible than that of Mr. Auberon Herbert. If a ratepayer is satisfied with the Local Authority school, let him pay towards it. If a group of ratepayers are dissatisfied, let them build a school, and rate themselves accordingly. We know that anything done under compulsion is apt to have a bad effect. Perhaps of nothing is this more true than of games. Compulsory games are often and rightly unpopular, and yet in how many schools can a healthy life be maintained without this illogical aid? If every ratepayer were wise, honest, and just, Mr. Herbert's plan might succeed. If rates were voluntary, many parents would claim to be excused when their children were not of school age. And it is only by forcing every one to continue to contribute, whether he uses the school or not, that the rate can be kept down to a reasonable sum. It is everybody's interest that all children should be well educated. In theory compulsion is hideous; in practice it is necessary.

“THE astounding thing is that in the class of society from which officers are drawn it should be possible for young men to reach the military age without any instruction at all.” This does not refer to Sandhurst cadets, but is a remark made by the *Morning Post* on a circular issued by the Adjutant-General of the Indian Army in reference to the education of officers. We take it that the word “instruction” is used of set purpose to

denote those specific subjects which it is the schoolmaster's duty to teach in the class-room. Education has a wider significance. But we have always maintained that education must include definite instruction given by men skilled in imparting knowledge. Ten years ago the small country grammar school was the object of a general attack—probably not undeservedly. Now, with the revelations of the Army Education Committee, attention is focussed on the public schools. The small grammar schools, almost without exception, have become efficient, owing to increased funds from the County Councils and to inspection by the Board of Education. In the big public schools able to command a first-rate staff good work is done, at any rate for those boys who desire, or are compelled by examinations, to work. But what of the smaller public schools—not important enough to be greatly in the light of public opinion, too flourishing to seek State grants, too proud to call in H.M.'s inspector? We are afraid that in many cases inquiry would show that, while the boys get a sort of education which is not without value, the definite teaching and instruction is appallingly behind the times.

DR. MACNAMARA is always so ready to instruct every one, from the *late* Lord President and Vice-President downwards, as to the true facts about education that one might demand common accuracy in his own comments; yet, in the *Schoolmaster* of August 23, we find it stated that “the Marquis of Londonderry is Lord President of the Committee of Council.” Now there never was a Minister with such a title. The Duke of Devonshire was Lord President of the Council; while Sir J. Gorst was Vice-President only of the “Committee of Council.” But the Board of Education Act, 1899, altered all this. The Marquis is simply “President of the Board of Education,” and it is expressly provided that the holder of this office need not be a peer. Again, apparently, our Mentor does not know the difference between the Head Masters' Conference and the Incorporated Association of Head Masters; for, in an attack on Sandhurst as shown up by the Army Education Committee, we find caustic references to the “impotence of the Board of Education” and the “assumptions of the Head Masters' Association.” Not one in a hundred of the Association schools sends its boys into the Army; scarcely one of the Army-feeding schools earns grants from the Board of Education. By all means let us hold up inefficiency to contempt; but let it be done with knowledge. Grievances about Column B of the Teachers' Register are not germane to a discussion on military education, and to mix the two shows animus as well as ignorance.

TECHNICAL EDUCATION.

A CORRESPONDENT sends the following statement of prospective income and expenditure for elementary education in a county area under the provisions of the Education Bill. Estimating the present Government grants (including fee grant) at £1. 11s. a scholar, he says: “The supplementary grant, announced by Mr. Balfour on June 23, will represent an addition of 7s. 4d. per scholar, made up as follows:—(a) Fixed grant of 4s. per head; (b) One penny per scholar for every twopence by which the product of a penny rate falls short of 10s. per child.” Thus, £6,765 (product of penny rate) ÷ 41,000 (children) = 3s. 3½d. per child. The penny rate in this county falls short of 10s. per child by about 6s. 8d. But the Parliamentary grants in respect of elementary education “shall not in any year exceed three-fourths of the total expenses.”

INCOME.		EXPENDITURE.	
Government Grants:		Maintenance of Schools established by School Boards	
Annual and Fee, 41,000 at £1. 11s. ...	£63,550	Voluntary Schools, 28,000 scholars at £2. 7s. 6d. ...	£32,620
Supplementary, 41,000 at 7s. 4d. ...	15,033		66,500
	£78,583		
Less amount in excess of three-fourths of total expenses ...	3,583		
	£75,000		
Contribution under Agricultural Rates Act ...	1,080		
Balance to be met out of County Rates (3½d. in the £) ...	23,920		
	£100,000	Say, £100,000	

IN the county to which these figures refer there are about thirty School Board districts, in which the rates vary from under 1d. to 36d. in the £, the average being 8d. Under the Education Bill, expenses incurred to meet the liabilities for capital expenditure of any School Board are to be raised exclusively within the area which formed the school district in which the liability was incurred. The estimated rate required for repayment of loans in the School Board districts in this county average about 3d., and in the majority of cases the rate-payers in such districts would find their responsibilities for elementary education considerably lessened if their schools came to be maintained out of a county rate.

THE return just issued by the Board of Education showing the application of funds by Local Authorities to the purposes of technical education is a record of substantial progress. During 1900-1 in England alone over a million of money was so expended, and of this total over £100,000 was raised by rate under the Technical Instruction Acts. While the general disposition to apply the "residue" to education is satisfactory, the "local rate" is obviously the most important measure of activity and progress. Here are the figures for 1900-1 in comparison with 1892-3:—

	Out of Rates raised under the Technical Instruction Acts.	
	1892-3.	1900-1.
Counties	—	313
County Boroughs	12,762	50,846
Boroughs	—	26,776
Urban Districts	—	19,272
	£12,762	£106,207

As might be expected, the county boroughs are responsible for the major part of the sum now raised by rate for technical education, but, while the amount raised by the Councils of administrative counties as such is very small, it is to be remembered that to the influence of these bodies is due the action of the borough and urban districts.

IN 1892-93 the total amount expended on technical education in England was £485,322; in 1900-1, as already stated, the sum was £1,006,630. It is difficult—from the official figures—to indicate with any degree of intelligibility the real destination of this fund, but we may quote the general headings, for what they are worth, in comparison with 1892-3:—

	1892-3.	1900-1.
Grants to Town Councils, &c.	£36,054	£56,099
Directly supplying Education	232,179	369,543
Grants to Endowed Schools	22,031	83,855
Grants to Schools and Classes in receipt of aid from the Board of Education	72,604	165,692
Evening Continuation Schools	—	29,590
Other Schools and Institutions	37,057	66,419
Scholarships and Exhibitions	31,740	117,073
Administration	33,938	63,037
Grants to endowed schools and expenditure on scholarships and exhibitions, it will be seen, have increased, relatively, in much larger proportion than other departments of appropriation.		

IN Wales (excluding expenditure under the Welsh Intermediate Education Act) progress has been as follows:—

	Out of Residue Grant.	Local Rate under Technical Instruction Acts.	Total.
1892-3	£7,543	£10,118	£17,661
1900-1	20,798	23,973	44,771

Of the total of £44,771, about two-thirds is expended in the direct supply of instruction, the remaining third being absorbed by grants to schools, classes, and scholarships.

THESE figures represent a substantial contribution to the progress of education other than elementary. And if, here and there, the purposes which have enlisted support are open to criticism, it must be admitted by any impartial observer that, during ten years, a reassuring degree of local interest and activity has been stimulated which must have important national results. The freedom which Local Authorities have enjoyed in the administration of the funds at their disposal has led to a healthy variety of educational experiment of the greatest value. Moreover, there is an increasing tendency among Local Authorities to discourage the occasional class and the casual student. With few exceptions, each County and County Borough Education Committee has evolved a policy suitable to the requirements of the particular area it represents. And the Committees will be well advised to pursue their respective policies without devoting very special attention to the forms and regulations of the Board of Education.

SCHOOL BOARDS AND SECONDARY EDUCATION: A PERSONAL EXPERIENCE.

SCHOOL BOARDS are ambitious to control secondary education. Are they competent to do so? Some years ago I thought that there was just the possibility that a national system of education could be built up on a School Board basis. Higher-grade schools were being erected. What might not the future bring forth? Accordingly, I clung to elementary and higher-grade education with a fidelity which seemed unaccountable to many people. The School Board which I had to deal with was above the average in many respects. It has praised my work; I have received its compliments. Yet it is this very School Board which has convinced me that School Boards in general are utterly incompetent to undertake any work outside the elementary groove. In that groove they can do good work; outside they flounder helplessly. And yet I do not believe that the School Board in question has the faintest knowledge of the absurdities it committed; ignorance or woodenness, no baser cause, was at work. But my experiences have had one effect—they have disillusioned me. School Boards know nothing about University qualifications, nothing about the special nature of secondary teaching; they are in a groove and they cannot get out of it.

There are a few men who have had such a peculiar experience as myself. I have been in the midst of the School Board system just at the time when several transitions were taking place. The results have not left a favourable impression on my mind.

Listen to my history. I will begin with 1887. As a pupil-teacher I had, of course, in those days, to teach for the full number of school hours—about thirty per week. All pupil-teachers did the same; so I cannot complain. But, towards the end of my apprenticeship, the "centre" system came into operation—not on the present "day" plan, but in the form of evening and Saturday morning classes. I had still to give my thirty hours of teaching per week, and, in addition, to attend for two whole evenings and the whole of Saturday morning at the "centre," listening to teachers who, with two exceptions, were of the usual mechanical and idealess type common to elementary circles. I was ambitious, and had resolved on "matriculating." The "centre classes" knocked that plan on the head. "Private study" and recreation were virtually impossible under the above exquisitely stupid arrangement. Every spare moment was occupied by the writing out of dictated notes on the geography of Europe, &c. In short, I wasted my time in the most approved fashion.

At last this pupil-teacher slavery was over, and I was able to carry out my postponed plan. I matriculated in the Honours Division. Whether the pupil-teachers' centre take the credit for this I know not. The fact is that a moment's thought would have shown the Board that their pupil-teacher scheme was merely a scheme of white slavery, and that no culture could possibly be conferred by means of it.

I went to the local University College, and, in the course of five years, took my B.A. and B.Sc. degrees. Halfway through

that course, when I was a B.A. and Inter. B.Sc., I applied for the post of science demonstrator under the School Board. However, my application was not looked at; I was "not twenty-five." No age limit had, by the way, been mentioned on the advertisement.

After I had completed my college course, I was appointed a science teacher in a suburban School Board. The mode of appointment was interesting. A minister of religion upon that Board had long been friendly towards me, and, when the vacancy in question occurred, he suggested to his colleagues that I should be appointed there and then, and the expense of advertisement be thus avoided. The salary intended was £120-150; but one member of the Board proposed (as I was afterwards told by my friend) that I should be offered £110-150. Being a "local man," and "living at home," I should probably, he sagaciously thought, be willing to accept the lower sum. My friend explained to me the situation, but hinted that, if I "stood out," I should get the higher, yet by no means munificent, salary. But I did not like to "haggle." I still had some belief in the existence of human generosity, and I could scarcely conceive that £120 per annum would be denied to a B.A., B.Sc.; so I accepted the post, but, in the letter of acceptance, requested that the higher salary should be given. However, this "liberal" Board took the mean advantage of the situation. I had "accepted"; that was enough. Accordingly, I began work at £110—just £20 a year less than the salary of a female assistant in the same school, younger than myself and devoid of any degree. But she happened to be the sister of the head master; so, instead of receiving £100 a year less than myself, she received £20 a year more.

But good times were coming. An extension of the boundaries was imminent, and the small suburban School Boards were soon to be absorbed into the large city School Board. Then all would be well—patience!

Yes, all was well for some people—those people who happened to be few in number and could thus be dealt with individually. The head master received instantaneously a £50 rise; the clerks received instantaneously rises of greater or less amount. But assistants had to wait a good many months, until inquiries could be made among other School Boards. At last I found myself, an M.A. and B.Sc. of London, receiving actually the same salary (£140) as the charming young lady above mentioned!

Evening classes were now being established by the School Board, some of them science classes. Now observe this. The School Board paid its teachers "by the night." It did not matter whether the amount of teaching lasted one hour or two and a-half hours, the same salary was given. Why was this? Sheer ignorance was the reason. The School Board was reckoning everything on the evening continuation basis, and knew nothing of any other basis. One science master, who had in the previous year taught chemistry for two and a-half hours a night (one hour theoretical and one and a-half hours practical) pointed out the injustice of such long hours (at least three-quarters of an hour had to be added for preparation of apparatus). In vain! Payment was "by the night." Mr. X. refused the work. In an evil hour I accepted it.

In a few weeks' time arrangements for science evening classes were also made at another Board school. But here "practical" lessons were impossible. Mr. X. was appointed, and the very terms refused in the one school were granted in the other. You see, payment was "by the night." Accordingly, I had the privilege of teaching for two and a-half hours for the same salary as Mr. X., who taught one hour. Three nights' work were given to me; each night embraced over three hours' work.

A few weeks found me half dead. On one occasion I fainted while lecturing. I asked for relief. Soon after, the School Board discovered that the head master was not teaching a class, and requested him to do so. However, he resigned about the same time, and the School Board was so good as to offer me the post of head master in his place.

Should I accept? If I did, I should be adding to the already enormous task which had been imposed on me. On each of three nights a week I was actively teaching for two and a-half hours; thus all details of registration, &c.—which the previous head master could easily accomplish as he had no class of his own—would have to be done in "spare moments." But should I refuse? I had long been desiring a head mastership; here

it was offered. "If I accept it now, I shall surely be kept in office next session and under more reasonable conditions."

So ambition made me accept. I became head master, receiving the same salary as my predecessor, *but teaching three nights a week in addition*. But then, you see, "payment is by the night." It does not matter whether you teach one hour, two hours, three hours, or not at all; so long as you are *there* you are paid "by the night." So I struggled on, teaching my classes, using up my "spare time," including my Easter holiday, in registration work. It was a cheap arrangement, certainly; it meant that one man's office and salary were immediately got rid of.

But, again, changes were coming. The School Board was entering on a "coordination scheme" with the local Secondary Authority. "Of course the Board will safeguard the positions of its own teachers, especially a certain teacher who had already saved it many pounds by undertaking four men's work."

Not at all. Arrangements are made for "classes" to be held, but not "schools." No "head masters" will be required. And as soon as the numbers of a "class" fall below ten it must be suppressed altogether and the teacher be turned adrift.

Of course, if the teacher had not been a teacher, but had been a type-writing clerk in the School Board offices, his tenure would have been secure, whatever "co-ordination schemes" were made; but a teacher is a mere teacher, an *x*, an abstraction; he is not clothed in the flesh and blood of an office clerk. In short, after doing, as an assistant, two men's work for one man's pay, and, as head master, four men's work for one man's pay, I found myself handed over to the tender mercies of a scheme which had no need of head masters at all, and only of such assistants as were willing to work under impossible conditions and to see themselves snuffed out at a fortnight's notice. And yet all the time the School Board was quite unconscious of anything wrong!

My inference is this: School Boards know nothing about University qualifications; they know nothing about the special conditions of secondary (*e.g.*, science) teaching; their ideas are based on the Elementary Education Code, and all their proposals take that Code as a kind of starting-point. They can be "gulled"; they can be ruled by officials—able officials often, but familiar only with the lower grades of education. Of course, the School Boards *might* learn; but the time required would be enormous.

CANTAB.

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

With the assistance of Mr. Carnegie, and under the influence of the new zeal for education, we are multiplying public libraries. Are we doing anything to teach the inexperienced how to use them? The National Educational Association of the United States has for some time had a Library Department to promote closer and more helpful relations between schools and libraries. And a librarian describes a plan for co-ordinating the institutions that in Michigan City, Indiana, has proved to be successful. In the public library at the centre of the town a room on the second floor has been furnished with tables and provided with chairs enough to seat fifty pupils and their teacher. Each of the higher classes in the schools has the use of the room for one afternoon a month. The teachers in council decide on a subject to be taken up at the next visit to the library, and notify it to the librarian a week in advance. Books on that subject sufficient in number to supply each pupil in the class, and suited to the age of the children, are sent up to the room. To each little student is assigned a subject for a short composition; and when in preparing his matter he has exhausted his own books he exchanges with another. The subjects chosen are such as are connected with the current work of the school. "To vary the programme of the afternoon," writes the librarian, "and to prevent restlessness on the part of the pupils, there may be occasional intermissions with a few moments of light gymnastics; or some of the pupils may be called upon for a brief oral account of the reading they have been doing; or the teacher may read a chapter from some interesting book. Mounted pictures illustrating the topic of the afternoon may be used to lend additional interest. A specially valuable feature of the plan is the opportunity it gives the librarian for short talks to the pupils on the use of the library, the reference books, and card catalogue, accompanied by practical object lessons and tests."

The teachers of New York are exercised over certain new regulations imposing age limits to their activity. Under these a woman more than

forty-five, or a man more than fifty, is not entitled to apply for a principal's licence; nor may any elementary teacher more than forty years of age obtain permission to teach in high schools. Remonstrances are being made to the competent authorities. The teachers of New York would deem their grievances trivial had they ever lived in a land where secondary teachers may be dismissed for a caprice or superannuated at five-and-thirty, and then refused all further employment as being sufferers from senile decay.

HOLLAND.

Since to-day the demand is everywhere so loud for technical, and in particular agricultural, education, and Holland is famous for the rare skill with which its soil is cultivated, we may call attention to the agricultural continuation schools that have proved so successful there. Instruction is given in these schools by the local schoolmasters. These get their knowledge from summer courses in agricultural subjects, the training being spread over three years and resting on observation as well as books. Teachers receive no compensation for following the courses; but anyone thus qualified may present himself for examination at the National School of Agriculture at Wageningen. If he passes, he receives 100 guilders to remunerate him for his labour and loss of time. He is now entitled to teach agriculture and to establish for that purpose his own school of agriculture in the place where he is stationed. In this way the country is studded with such schools, all taught by trained teachers and conducted on a uniform plan. The cost is met by the local communities, assisted, so far as is necessary, by a grant from the State. The teaching in these "evening schools"—for that is their official name—is carried on chiefly in the winter, ten lessons a week being given for nineteen weeks; but fourteen additional lessons fall in the summer. An annual inspection promotes the efficiency of the schools, and the fields of every province attest it.

AUSTRALIA.

A note on the subject of education in the Commonwealth of Australia will enable us to touch on the several colonies in respect of their educational progress. First, as to religious instruction in the schools: since these have often been styled "godless," it may be well to set forth the actual position of affairs. The Education Act of every State recognizes that the chief object of the public schools is to provide secular teaching for all comers. With this view it is enacted that the main part of the school-day shall be devoted exclusively to secular instruction. No test of fitness to teach religion or Scripture history is applied to teachers, except in Tasmania, where the pupil-teachers and teachers of the lowest grade are examined in Biblical knowledge. Nor would minute inquiries into their qualifications in this sort be appropriate, seeing that they have little occasion to display them. In Victoria and in Queensland—first to establish free, unsectarian, and compulsory education—no teacher is permitted to give other than secular instruction in any State school building. In New South Wales and Western Australia the teaching is required to be non-sectarian and secular; but secular is defined so as to include religious teaching of a colourless, undogmatic kind, and a basis for such teaching is found in the Scripture lessons issued by the Commissioners for National Education in Ireland. No child is required to attend the religious teaching if his parents object. In Tasmania the teachers must impart the rudiments of Scripture history. The South Australian rule is remarkable: *If the parents desire it*, the minister may call on the teacher to read to the children every morning a portion of Scripture "without note or comment." What would happen if the teacher refused is of small consequence, as, virtually, says the valuable "Year-Book of Australia," our principal authority in this note, *no Scripture reading has been demanded*. Everywhere there is a readiness to open the school buildings for religious purposes on Sundays or after the ordinary school hours; and in New South Wales and Tasmania one hour a day may be set apart, if it be required, for the use of visiting teachers of religion. Great variety of local usage obtains, and is likely to continue, the States being jealous of their religious independence. The Constitution Act lays down that "the Commonwealth shall not make any law for establishing any religion, or imposing any religious observance, or for prohibiting the free exercise of any religion, and no religious test shall be required as a qualification for any office or public trust under the Commonwealth."

Wherever population is spread thinly over a wide area the provision of schools is attended with peculiar difficulty. Many parts of Australia illustrate the fact, and the different ways of dealing with it. In some places half-time schools are established, all the children within a radius of ten miles being collected in two groups of not less than ten each and taught for half the normal school-day. A house-to-house school is the quaint term for an arrangement under which three or more such groups are committed to one itinerant teacher. When a family is entirely isolated the children must be instructed by a parent, an elder sister, or a learned neighbour, whilst from time to time an inspector calls with books, slates, and experienced counsel. In Queensland the opinion grows that the best solution of the educational problem in sparsely populated districts is to board the pupils with the teachers; thus at Yelvertoft, in the Gulf

district, more than half the children from a circle of eighty or a hundred miles in radius are boarded for a fee of twenty pounds a year, a sum that the fathers, chiefly working men, can well afford to pay. Elsewhere it is deemed more convenient to facilitate the children's attendance at some central school. In New South Wales and Tasmania they are carried by railway without charge; and in Victoria the State in some cases pays the parents for the conveyance of the little ones to school, or grants a reduction of fares.

Victoria, Queensland, South and Western Australia have made elementary education free; in New South Wales a fee of threepence a week is charged for each child, but not more than a shilling a week can be claimed from any family. Tasmania hopes to abolish school dues; but at present ninepence a week is payable for one child, fourpence for two, eightpence for three, and fourpence for each additional child. In spite of the concessions to prolificness, these charges impose a considerable burden on the poorer classes, and Tasmania will do well to bestir itself in realizing its hope. Some of the inspectors complain that they have not succeeded in developing an "educational conscience" in the parent; but every State should strive to keep its own educational conscience as tender as may be.

The subjects taught in the primary schools are approximately the same as in English schools of the same grade. Increasing attention is being paid to manual training; but the farm-bred young Australian asks less of this kind from the school than do children of the city. A Queensland inspector observes: "The ordinary Queensland boy outside our large towns is a good horseman, is able to handle gun, saw, axe, and hammer, and is frequently master of the adze and mortising axe as well." One school is famous for its skill in tree-felling, the trunks being conveyed to a saw-pit in the school yard, and there sawn into planks. Girls are taught to cook as well as to sew, and in the projected Domestic Economy College the Victorian Government will find a place for laundry work.

A constant supply of suitable teachers is yielded by the pupil-teacher system, preparation being supplemented in most cases by attendance at a training college. We commend the new method prescribed in South Australia for the training of teachers as almost ideal. A six years' course has to be followed: two years must be given to study and practice in a special school for pupil-teachers, two years more to teaching in other schools, and finally two years to reading and lectures at the University of Adelaide. Having his vocation fixed, his knowledge ordered, and his character already in some sort fashioned by the discipline of life, the teacher-student gets more out of a University than the boy fresh from school. As a rule, in all the colonies examinations testing both attainments and practical experience have to be passed by candidates for the office of teacher; and appointments at first are usually on probation. Visits by inspectors, summer schools, and bonuses furnish inducements to energy and the means of deepening culture. Salaries, however, are small, and liable to reduction whenever economy is deemed needful for the State. The policy is as shortsighted as that of killing the hens when eggs are scarce. New South Wales has been the chief exponent of this mode of retrenchment, but we observe that there and elsewhere a recovery has taken place since the great financial depression eight years ago.

VICTORIA.—CONDITION OF MELBOURNE UNIVERSITY. REVIVAL OF RELIGIOUS DIFFICULTY.

Soon after the discovery of the extensive frauds perpetrated by the accountant of Melbourne University (Victoria) the State Government appointed a Parliamentary Committee, presided over by Mr. Fink, M.L.A.—who was chairman of the successful Technical Education Commission last year—to report upon the financial condition of the University and the administration and general system of management that obtained in connexion with the institution. The Committee has just presented a remarkable progress report on University finances and the disgraceful conduct of the Government auditors, whom it justly blames for the numerous opportunities which fell in the way of the accountant to continue his extensive frauds. The report shows that the total shortage of the University on December 31, 1901, was approximately £35,000, of which £23,839. 6s. was lost through the frauds of Dickson, the accountant, and the balance, over £11,000, was caused by the accumulated annual excess of expenditure over revenue for a series of years. "Of the £23,839. 6s. above referred to," says the Committee, "£15,494. 8s. 1d. must be regarded as purely trust funds, which should, in our opinion, be replaced, in order to keep faith with the grantors and the beneficiaries." The Committee deals very drastically with the Government auditors, and has some very hard things to say concerning the University Council and the ex-Registrar, Mr. A. Beckett, whose loose control of the business side of the University rendered the drift into deficiency and crime possible.

The Committee admits that the University Council has tried its best to economize, and declares that "the suggestion that, by reason of the diminution of students in certain courses, some economy by amalgamation or reduction of the teaching staff could be made, we do not think immediately practicable or desirable. Although we have not examined the work of the University in detail, we are satisfied that

(Continued on page 572.)

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(Continued on page 574.)

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Roman Catholic schools, with double the number of pupils, have an ordinary income very little larger than the Protestant schools it should also be added that the two systems of schools are conducted in a totally different manner. The Roman Catholic Commissioners have directly under their control only eight schools, with about 3,700 pupils. The remaining schools are called "subsidized schools," and are conducted by religious Orders, who pay extremely small salaries and whose expenses are also light. In fact, it is becoming a great source of complaint in Montreal that the religious communities are driving the Roman Catholic lay teachers out of the profession. It is, however, the only way in which, under the present law, the Roman Catholic Board can possibly attend to the education of their children. Again, the Protestant Board is embarrassed by the increasing number of Jews in the city. The majority of them attend the Protestant schools, either because they are superior to the Roman Catholic or less objectionable to their religion. Last year there were 1,526 in the Protestant schools—an increase of 419—and this is largely increased this year. By the law, the Jew may pay his tax to either Board, and the practical working of this gives rise to much confusion. It may happen that the few Jews who are real-estate owners contribute to the Roman Catholic Board, while the great majority (who contribute no taxes at all) send their children to the Protestant schools.

These are some of the difficulties met in Montreal by the mixture of religious with educational matters, and they have reached such a pitch that the Protestant Commissioners feel that they must rigorously exclude all pupils except resident Protestants, or apply to the Legislature for a larger school tax than 1-4 per cent. on real estate.

CORRESPONDENCE.

MASTERS AND MANNERS.

To the Editor of The Journal of Education.

SIR,—We must all sympathize with the hard case of the "Science Master" from whom you print a letter in the August issue. Do all applicants for a post sufficiently consider their own qualifications before applying? It seems to me that this is the cause for much of the bitterness of unanswered applications. During the past three weeks I have been receiving applications for a vacant post. About sixty have applied in all; but more than half of these could not offer both the *essential* subjects which were so named on the notices sent to the agencies, some of whom I know faithfully reproduced my notice. Surely the heads of schools cannot be expected to write notes and provide postage for such cases. During the time of my correspondence, for instance, I have received for the post of mathematical and science mistress several applications from classical specialists, who had never touched the essential subjects since matriculating three or four years ago. I have often thought a short article at intervals in your journal on "How to Apply for a Post" might lessen the friction on both sides.—Yours truly,

A HEAD MISTRESS.

To the Editor of The Journal of Education.

SIR,—In the matter of applications for appointments, head masters are more sinned against than sinning. When, on occasion, I have advertised for an assistant I have been inundated with communications from agents and their clients, and have received reams of testimonials from men whose qualifications have not at all corresponded with the requirements stated in my advertisement. If men will apply for appointments for which they are not qualified, they can hardly expect to be answered. The usual practice, I believe, is to send back testimonials to the agent. Does your correspondent complain of this? If so, I think he is a little unreasonable. Head masters have not much time to spare.—I am, Sir, yours faithfully,

EX-HEAD MASTER.

A VOLAPÜK FOR NEOLOGISMS.

To the Editor of The Journal of Education.

SIR,—Permit me to suggest that something might be done at least to prevent the international babel getting yearly worse, by reason of unnecessary additions to the peculiar vocabularies of civilized nations.

Might not representatives from national academies in international congresses arrange universal names for new substances, inventions, discoveries, institutions, and ideas?

All races could not pronounce the words alike, but care might be taken that they could be spelt the same, and yet regularly, according to the rules of each language, or with the smallest variation, especially as regards the initial letter.—I am, Sir, your obedient servant,

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PART I.—THE CENTRAL COUNTY MACHINERY.

NOW that the main lines of the Bill are definitely settled, as far, at any rate, as the machinery to be employed by the County Councils is concerned, it is important that these bodies should lose no time in making up their minds as to the line of action to be adopted in starting the Act, and should, at the same time, familiarize themselves with their new duties. The Bill cannot now be passed much before Christmas, which means that the initial action of the County Councils in forming the Authorities cannot be taken before January 1, 1903, which leaves only three months of preparation before the financial duties must be taken over on March 31. Many County Councils, however, do not meet in January, and it is plain that the time between a February Council and the appointed day is all too short for launching any scheme which has not been fully thought out beforehand.

The first question every County Council must consider is whether or no it will do all in its power to establish one Authority for all educational purposes in the county. No one can doubt that this is the ideal state of affairs, and the Bill, without establishing this one Authority, makes its establishment possible. There are three factors in the creation of such an Authority, and the County Council as such must be prepared to make sacrifices in each direction. These are (a) representation, (b) delegation, and (c) finance.

(a) Let it be granted that the Council decides, even if the Act in final form does not make it clear or imperative, that the Authority shall consist of two-thirds representative members elected by and from the ratepaying bodies and one-third co-optative members who are educational experts. Let x = the total number of members of the Authority, and let it be some odd number divisible by 3 between 15 and 45. Then the County Council, as concession No. 1, must be prepared to restrict its own members to the numbers $\frac{1}{3}x+1$ (or $+3$ or $+5$ in the larger bodies), leaving a number $\frac{1}{3}x-\frac{1}{3}x-1$ to be directly appointed by the Councils of those minor Local Authorities to which the Bill gives autonomy in elementary matters. Thus, if there were, say, six non-county boroughs or urban bodies with the

higher population limit, $[(\frac{1}{10}x-1) + 6]$ members might be offered to each of those which agreed to join in a common County Authority. As this number will not affect that of the other two components, it is plain that any minor body standing out need only reduce the total number of the members of the Authority, giving the county a relatively greater majority.

Two very strong arguments are available to induce the minor bodies thus to join in. First, the County Council can say: "You are given by the Bill no technical or secondary powers (for the concurrent penny is a drop in the ocean and already pledged pretty generally), hence can correlate nothing in your own area or the surrounding district; while the county can rate you as it likes, without your direct consent, even for the benefit of the district around you. Once you get members on the County Committee you have a say in the whole education in all grades of the whole county."

Secondly, the County Council can point out that even the County Councillors representing these minor areas will scarcely be able to sit on the County Education Authority—certainly while it is discussing elementary education; hence, unless they consent to an "in-and-out" arrangement like that proposed for Irish members by the Home Rule Bill, any area asserting its autonomy for elementary education will lose all touch with the higher education of the county as well. Of course, there is the possibility of a county appointing separate Authorities for the different grades; but of this more must be said later.

(b) Now, so far as the Bill has gone, it is not quite plain whether the County Council must or may delegate all powers (except raising a rate or borrowing money) to the Authority. It is true that the borough representatives are struggling for the "confirmation-of-the-minutes" business which now prevails (and is such a scandal) on Town Councils. What is settled in private and after sober argument on details in committee comes up again in public in the Council, and thus allows any mouthing demagogue who lives only for the cheers of the gallery to put the Committee to the trouble of defending every trifling technicality which the ordinary member of the Council has not the knowledge even to understand. It may be taken for granted, however, that the larger and more important counties will not stand any compulsion in this direction, and that the "may" now almost invariably acted on in technical instruction matters will continue to control the delegation. Mr. Hobhouse, at any rate, may be trusted to see to this in Committee in October.

Presuming this is so, the County Councils must obviously make the further concession of giving full powers to the Authority and let it be a separate entity, subject to reports which require no confirmation and an annual estimate and budget, which may give rise to a full-dress debate. In any case, it would be most unfair to the co-opted expert members if a decision in committee arrived at by the aid of their advice, if not by their votes, could be reversed in Council, where they could not defend their action; much more so if the minor Local Authorities join in, and their Councils (as they must) renounce their powers. Otherwise there might arise the farce of referring everything done to all the constituent and contributory Councils, who would in all probability disagree among themselves. It may also be mentioned that many decisions in committee are arrived at on the advice (often containing much confidential matter) of expert officials; and it is not etiquette for them to speak at Council meetings in counties, though they do so in boroughs.

(c) Now, as regards finance: there is no reason why, from the data to hand, every Council should not at once be in a position to tackle this question. What is wanted is, first, to work out the average cost per head per scholar in the county as a whole—I say "average" advisedly, for I do not believe that at first, at any rate, it will be necessary or desirable to attempt to "jump" up the voluntary to the Board cost—then to compute how much of this can come from the Parliamentary grant, the fee grant, the Agricultural Rating Act, and the new 7s. Treasury grant (a small sum also comes from sale of books, fees, &c., and in some counties may be important). The difference between this and the total cost for all the scholars in the county gives the amount to be raised by a general county rate if equalized over the whole county. Next, similar computations should be made for the county, presuming that the autonomous elementary areas stand out, and for each of these areas separately, taking in for

each the necessitous School Board grants, if any. It is very important in the latter cases to see how much each area loses by the abolition of the special aid grant, as it is quite on the cards that to a certain class of towns this produced more than the new grant will give. Take a suburb with a very high ratable value like Wimbledon, where all the schools are voluntary: the distribution of the special aid grant on the urban basis has produced more per head than will the new grant with its restrictions as regards the product of a 1d. rate. Thus tables can be compiled showing how much each autonomous urban district will have to raise by rate and by how many pence in the £ this is above or below the county average rate. Now, as regards those towns with a rate required higher than the county average, there will be little fear of these standing out if the County Council will concede to them the average rate: in many counties this will mean from $\frac{1}{4}$ d. to 1d.—not a very high price for unity.

As regards the other towns whose rate would be lower if separate, the County Council will have to compensate them either by allowing them to keep their differential rate, though otherwise joined, or, better, by offering them on the secondary or higher education side special privileges, involving probably the product of, say, a $\frac{1}{2}$ d. or $\frac{1}{4}$ d. rate, levied over the whole area served by the town, for the benefit of their local institutions: it is obvious that, as the area served is often three or four times that of the central town, the gain in rate will be very considerable.

Such are my proposals to secure even from the imperfections of the Bill a single Local Authority for each county. *Mutatis mutandis*, they apply to union between a county and one or more county boroughs; but I think that it is very improbable that many such unions will take place, the counties proper having a much greater hold already over the elementary schools and a more perfect machinery for dealing with the whole question.

It is obvious, however, that much of the purpose in view will be defeated if all grades of education are not under the control of the same Committee. The discussions on the Bill have not reached this point yet, but it is hoped that it will not be optional—at any rate, in counties—to establish a separate machinery for elementary education. I say "in counties," for those boroughs with School Boards which have been foolish enough to tie their hands with "concordats," instead of dealing with the School Boards faithfully by means of Clause VII. of the "Directory" and the Cockerton judgments, will, I fear, feel bound to take over the School Board and its machinery as a separate organization for elementary education. There are interesting developments going on even now in some towns as to whether the town clerk (or organizing secretary, as the case may be) or the School Board clerk is to perform the function of the lion to the other's lamb. It is not generally known that, although only "a" Committee is mentioned in the Technical Instruction Acts, it has been ruled that this allows of any number of co-ordinate Committees. *A fortiori*, the wording of Section 12 of the Bill even suggests such a deplorable state of affairs. To allow separate bodies to spend their separate rates without consultation or mutual knowledge would be disastrous. On the other hand, one Committee whose right hand knoweth what its left is doing *ipso facto* makes all the Cockerton decisions null and void.

Just a word, before finishing this section of the article, on the selection of the co-optative or expert members. The excision of the "option" makes it important that some of these should have special knowledge of the elementary schools. Hence lifelong chairmen of existing School Boards will be peculiarly eligible. Secretaries (who are generally laymen and honorary) of diocesan associations possess also a fund of useful knowledge. Retired H.M.I.'s will also, where available, be eligible; while acting, of course, they will not be so. Teachers in schools receiving grants from the Authority will naturally be excluded, but the head masters (or even assistants) of first-grade non-rate-grant-earning schools will always be available. The same applies to mistresses of women's colleges, &c. Principals and professors of University colleges, where not rate-aided, will also be most useful; and all over the country there are numerous retired experts both in secondary and in tertiary education. The example of the London County Council in putting on "representatives" of scholastic or other trades unions should be strenuously avoided. In the same way, no clerical person should be co-opted. If a "squarson" is, as often, a member of the County Council, he may thus get on, but to put on any of the truculent

fighting parsons of any of the denominations would be fatal to efficiency. Besides, where is one to stop if this principle is adopted? Curiously enough, the most useful clerics of any would probably be a bishop and a Salvation Army captain.

In my next article I propose to deal with office organization, grouping of schools, and managers.

EDUCATIONAL TENDENCIES.

(Continued from page 510.)

WHAT are called "recitations" may be mentioned as another general agent in the promotion of individuality. These are "lessons" in any school subjects conducted in a conversational question-and-answer fashion. Among the little ones they are used as a direct means of imparting information; in the higher grades and in college courses the previously assigned subject is prepared by the class, and the information is elicited in several ways, free criticism being permitted. The teacher may give a brief *résumé* of the topic, and then call upon one and another student to enlarge upon a given point; or a packet of cards with the names of the scholars inscribed on them may be handed to the professor, who draws at random, and calls upon the individual to take up some part of the subject: or—and this seems a very stimulative method in grade schools—one child is selected to give a part of the *résumé*, being subsequently required to substantiate to his questioning companions, either verbally or on the blackboard, his selection of points, employment of words, omission of matter, &c. The teacher takes little apparent part in such a lesson, though actually controlling, guiding, checking, encouraging, as the need arises. The pleasant recollections of such spirited recitations in the Brookline (Mass.) schools are still vivid. The play for individuality, command of language, broadening of conception, and self-control, so offered and acquired, appear to be assisted by the custom of co-education; no distinction being made between the sexes in such exercises.

In reply to the inquiry, By what means is self-respect aroused in schools? the most frequently assigned method has been summarized by President Eliot, of Harvard, as that which permits of the "joy of self-achievement." It consists in setting children to do what they can do well, what is within their powers, though effort is rightly required and some degree of resourcefulness demanded. This method combines the pleasure of doing with the stimulus of well earned success, and brings new happiness and interest to the teacher equally with the child. It presupposes a free hand for the teacher and a liberal inclusion of possibilities for manual work in the kindergarten and lower grades (for all doing to the little child is concrete). Nevertheless, the same spirit of pleasurable interest is apparent among the student members present at a successful University conference or *Seminar*, where the more developed intellects bring their contributions of careful mental "doing" in research work to the touchstone of experienced criticism.

Until there is a reduction in the size of classes in this country, little opportunity offers for making the most of this valuable agency. The cause for this criticism obtains to some extent also across the water. At the same time even the modified introduction of this method in the United States is, I think, largely responsible for the good understanding between pupils and professors evident throughout school life—the children seem so confident of being understood, of being recognized as living entities, of not being confounded with machine-made stencil patterns. A very happy, homelike atmosphere usually prevails in the schools of all grades.

The third method, which is considered by some to foster the development of individual powers, is found in the high schools and colleges, where it is still the source of heated controversy. I refer to the system of "elective" studies previously mentioned. The President of Harvard University (Prof. Charles W. Eliot) has described the introduction of freedom of choice of subjects, first in Universities and colleges, and later in schools, as "the first great movement of reform," and points out that, "like most other large educational movements, this change proceeded from new conditions entirely outside the proper realm of education. It proceeded from the wonderful development of new knowledge which took place during the first half of the nineteenth century,

accompanied by the discovery of new principles and methods of scientific investigation. Freedom in choice of study for the student and opportunity to specialize for the professor were the inevitable outcome of this great extension of philosophical, intellectual, and scientific interests; but, incidentally, the compulsory, though long resisted, introduction of the elective system has widened the field for opportunities for self-development." In a recent number of the *Educational Review*, November, 1901, Superintendent G. A. Stuart, of New Britain, Conn., deals with this same point; he writes:

If God intended all to become the same, we should have been equally endowed. . . . We believe that all men have an equal right to life, liberty, and the pursuit of happiness, and we are fast changing our courses, so as to give the opportunity for all to have the happiness acquired in studying branches adapted to their capacity and their individual needs. . . . The departmental plan of teaching . . . gives opportunity to develop independence.

The same writer also emphasizes the fact that generally the high-school attendance bears a direct ratio to the liberality of the instruction.

Many persons have still an inadequate conception of the real meaning of this election of studies. They think of it chiefly as a questionable liberty for a thoughtless student, but, as has been pointed out, "there are such natural limitations to the elective plan that there is no danger of elective chaos." As a fact, the election appears to be carefully safeguarded by judicious supervision and restrictions. Even where the high-school student has from the first a nominal choice of one-third of his work, he is guided in this selection by the advice of his professors. Elsewhere, the work of the first one or two out of the four years is usually the same through most of the courses, differentiating only in the last two. Most high schools provide six or seven alternative courses: one described as "general," *i.e.*, a good, all-round course of study for those who have no special end in view; classical, Latin, and Latin-scientific courses are open to those whose goal is one or other University; while the modern language, English, and commercial courses differentiate only in the last two years, to permit the student of sixteen or seventeen to equip himself for the selected occupation after graduation at eighteen or nineteen. In manual training high schools opportunities for the study and practice of mechanics, electricity, &c., are provided for boys, with corresponding courses in the domestic sciences and arts for girls; for both sexes a sound general education in chemistry, physics, biology, drawing, design, literature, and English forms the required accompaniment to the manual work. The "elective" system is here safeguarded by the persistent efforts made to bear in mind Dr. Munger's pungent aphorism: "Education is to teach us how to live, not how to make a living." The promoters of this movement believe that by permitting each pupil to take what he and his parents wish, each according to his ability, "and graduating on so many credits" rather than doing so on the results of a stereotyped examination, framed for the average, and consequently a greater or less misfit for all, individual capacity is developed, to the mutual advantage of personality and nation. The people look to the schools to lay the foundation for intelligent citizenship. As a natural corollary, a constant process of modification must be at work on the courses of study to adapt them to the new conditions consequent upon the advance of civilization, and to acquaint young people with their environment—this the "elective" system is considered by its supporters to facilitate.

This word "environment" occurs so frequently in modern pedagogical literature, and the problem how best to adapt young people to their environment is so constantly propounded, that it will not be amiss to introduce its definition in the words of one of the most prominent educationalists of the day.

The word "environment" [he writes] means two things: first, man's physical surroundings; and, second, that vast accretion of knowledge and its results, in habit and in conduct, which we call civilization. Natural forces play no small part in adapting human beings to both elements of environment, but the process of education is especially potent as regards adaptation to the second element, civilization. Civilization—man's spiritual environment, all his surroundings which are not directly physical—this it is which has to be conquered, in its elements at least, before one can attain a true education. It is of the highest importance that we make sure that we see clearly all the elements of the knowledge which is at the basis of civilization, and that we give each element its proper place in our educational scheme.

The last century revealed more forcibly than hitherto

the formative influences of environment and habit upon the human race. A recognition of this fact seems responsible for the great prominence now given in the United States to the sociological aspects of education. It assumes many forms to which only brief reference can be made. Very noticeable, for instance, is the skilful handling of such subjects as history, geography, literature, civics, economics, hygiene, and manual training, with the immediate object of so training the pupil that the great busy life of which he is soon to form a part be not entirely strange to him when he enters it. For this purpose also, *i.e.*, to familiarize the child with his environment, the practical culture of the powers of observation and judgment and of the executive faculties is accentuated. Consistent regard, in the interests of civic and national life, is also given to physical development in schools and colleges based upon an intelligent realization by the students of the reason why posture, diet, exercise, and clothing affect health and must be wisely regulated.

Dissatisfied as are many of the superintendents with the Nature work carried on in the city schools for which they are responsible, yet most European observers agree that the methods and standard of instruction may prove suggestive to us in our present efforts to obtain for the subject the recognition and treatment to which it is entitled. The study of familiar plants and animals, if possible in their natural surroundings, succeeded by more formal, but still practical, lessons in elementary biology, is the almost invariable privilege of every child in the States I visited. Ample laboratory provision, not extravagant, but sufficient for the purpose, is general in high schools, while to field trips an annually increasing value is attached—these usually introduce the pupils also to the elements of geology and meteorology. An acquaintance with the elements of hygiene and physiology, with special reference to the formation of good habits and the development of self-respect and self-restraint, is the portion, too, of every child who attends the common schools. The study of man's surroundings seems to follow obviously upon the study of the lower animal world, and, being undertaken at an age when personal responsibility must inevitably be assumed, imparts valuable information relating to the conditions of life under which the modern citizen is placed. The attention of young people is "turned more and more to the attainment of a high degree of daily efficiency." To be well, to be able to do a day's good work, is the ideal presented to them for attainment as a social as well as personal duty. Interest of an intelligent nature is thus aroused in the social, political, and industrial problems interwoven with modern life, which experience shows that the average boy or girl of sixteen or seventeen enters into with zeal.

The singleness of purpose and continuity of method and object aimed at throughout school life in the U.S.A., gives promise, if successfully attained, of producing a self-respecting race of people, interested in the promotion of physical well being, keen in their appreciation of the advantages offered for intellectual development and culture, endowed with firm wills, with powers of self-control, with resourcefulness and adaptability, and fired with a spirit of ardent patriotism. This last quality receives assiduous cultivation. I have written elsewhere of the honourable prominence given to the national flag in all schools; the sound of a thousand young voices giving their weekly pledge to the "Stars and Stripes" in a New York City school still rings in my ears. An examination of school programmes or log-books reveals what consideration is devoted to the history of the great men and women of the past or present, through the number of dates and names recorded for special celebration. At the daily morning exercises a few minutes are spent in recalling the reasons for the notoriety attained by the celebrity to whom honour is that day specially due; the strong traits of character, the perseverance, candour, honour, judgment, which led to success, are all discussed; the leading events of the life are recalled; probably the portrait is exhibited. In every case youthful admiration is aroused for, and familiarity acquired with, the makers of history, national and international, social or industrial; all of which most evidently bears on the child's interest in his civic environment and upon his future participation in public life.

This early sociological training also throws palpable weight into the scale of instinctive compliance with rules. It is true that the United States children are said to be habitually very docile in school; but boys are boys all the world over, and high

spirits coupled with humour are not European monopolies. A quite extraordinary influence on boys at the most unruly stage of their career is observable in high schools where elementary civics is practised as well as preached; order in class-room and corridor, deference for authority, consideration for the property of others, respect for themselves, augur well for the future of these lads. The custom of co-education conduces in all cases to a pleasing courtesy towards, yet frank comradeship with, girls, which might be transplanted over seas with advantage. The question of discipline is rarely raised in schools, the relations of teachers and scholars appear harmonious and happy—one reason is, I learnt, that to which I have just alluded; another may be found in the scholar's own eagerness to learn; a third in the increasing dignity and respect which are attached to the profession of teaching in its many grades; a fourth may be found in the growing friendliness between parents and teachers which has already borne some fruit in a satisfactory co-operation on the part of some parents in the school education of their children; a fifth perhaps exists in the general attention devoted to psychology, especially to that department which concerns itself with childhood.

The existence, and yet more the activity, of these agencies affords food for reflection to those who have at heart the welfare of the children of our own country. The warp of our school studies needs to be more intimately combined with the woof of our home and civic life. Young people need constant reminders that quick memorizing capacity is but an insignificant part of education. The influence of learning, mental or manual, on life; the progress in nobility of character, which no examination can gauge; the respect for all honest craftsmanship; the capacity to appreciate good under its thousand protean forms—should not these be also England's tests for the quality of her school product? There are thousands of teachers who are working to this standard in both countries, but those in the States have certain resources upon which to draw for encouragement and support which are not yet developed over here. Greater facilities are afforded to American teachers for the interchange of experiences; for obtaining the stimulus derived from mutual consideration of difficulties; for observation of new methods; for hearing the views of the giants of the educational world. More attention is devoted each year to their adequate preparation for their duties. In the best schools of the States of the East and Middle West, the possession of mere acquirements *minus* special preparation constitutes a by no means accepted qualification. Isolation in normal schools is recognized by many as undesirable, especially if continued throughout the training period—it tends to narrow those who, of all members of society, should possess the most open minds. The existing normal-school curricula are being revised in some States and the number of subjects curtailed, with the object of affording time for a more thorough, broad, reflective study of those retained. Pedagogical courses are now included in most college and technical institute schedules, with the desired and desirable results that a growing number of embryo teachers obtain their special training in the midst of young people of both sexes, absorbed in a wide diversity of studies and animated by a wider diversity of motives. The personal equation of the aspirant to the teaching profession is closely observed by some authorities and taken into significant account when the question of certificates comes up for consideration. Good health and carriage, sympathetic knowledge of young people, general "poise," as they say, outweigh in the eyes of certain superintendents the highest scholastic attainments. The scale of remuneration in some cities, too, permits young teachers or professors to save money for, and to spare time to attend, highly advantageous courses of post-graduate studies in Europe or in their own country.

Then there is such a refreshing absence of "caste" spirit and jealousy. Professors and teachers of both sexes, and employed in all grades, meet on the one plane of unity of aim and sacredness of calling. The humblest teacher in an ungraded rural school can approach the leading men and women of his country with confidence of a sympathetic reception. It is startling, almost overwhelming, to an English mind to note the simplicity, the approachableness, of the notable educationalists; to observe, for instance, at the huge meeting of the National Educational Association the familiarity which exists between them and those comrades whose feet as yet are on the lowest rungs of the teaching ladder. The welfare of the whole, which each has at heart,

appears to absorb the official dignity of the individual. It is not that unanimity of opinion prevails; quite the contrary, there are full-fledged factions and hot party feelings. Plain speaking scarcely expresses the hail-storm of strong language which rains on the devoted head of the plucky exponent of some new or unpopular theory at a large convention; the discussion permitted is nothing if not free; but it seems no malice is borne; good intentions are recognized, and the men are presently at lunch together who, an hour earlier, were the one red and the other white with rage over a debatable proposition.

Teachers work, too, under the control and with the sympathy of experts. In the majority of States and cities, to which there are, however, some prominent exceptions, education is in the hands of duly elected representatives of the people—they hold the purse strings; but it is the highly trained, long experienced superintendents who call the tune to which teachers and children shall dance in the public schools. To these men are entrusted enormous autocratic powers; it is good to learn how relatively rarely they are abused; among their ranks have been numbered those enlightened spirits who have "called upon the teacher to leave off being a merchant in information, and to prepare himself to become a builder of human souls." On occasion the prevalent municipal corruption extends its cancerous growth into school politics, but mercifully to a diminishing extent. The atmosphere, at once bracing and calm, with which this system at its best surrounds the earnest teacher must conduce to a high standard of work. The encouragement and confidence which result from being understood, the sense of intelligent comprehension of difficulties by the superior officer, the elasticity and freedom enjoyed by individual teachers, whose "results" are not to be tested every few months by centralized examinations, but whose work of seed sowing is permitted time to germinate and mature before a visible fruitage is demanded, are some of its best points. Most members of the Board of Education, the trustees and governors of colleges and Universities, have grasped the fact that it is impossible for the average person not engaged in school work to understand all the principles underlying the complex process of education. The majority are therefore wisely content to trust the management of these institutions to competent expert authorities. These authorities have all been through the school mill, have proved their efficiency by practical experience, as well as by high professional attainments. The co-operation of parents with superintendents and teachers to co-ordinate home and school interests, to unify the character-forming influences on their young people, gives promise of the development of a force whose power for good would be incalculable. Another germ of good omen, if preserved from the influence of faddists, exists in the attention mutually devoted by parents and teachers to a study of child nature, at summer schools and elsewhere. This takes into account the removal of circumstances obstructive to development; the better adaptation of his work to the child at his different age periods; it includes a comprehension of the effect upon child life of home and school conditions; it clears up some of the misunderstandings which have arrested growth and depressed what should be the happiest time in life; it opens up hitherto unrecognized sources of moral and physical danger, and suggests means of further control. Dr. Stuart H. Rowe's lectures to his normal-school students "On the Physical Nature of the Child and how to study it" embody the simple, practical, helpful suggestions which, it seemed to me, many teachers have now so really absorbed and adopted that the influence is perceptible in their class-rooms. Indeed, their eyes have been so widely opened to the dignity, the influence, the importance of their work that they are now engaged in efforts to awaken the people themselves to the true meaning of education by endeavouring to arouse taxpayers to a realization of their responsibility for the character and standards of the schools to which they entrust the nation's most precious possessions.

The most fitting conclusion to this necessarily imperfect and somewhat disjointed presentation of impressions suggests itself in a *résumé* of the tests to which one leader, at least, desires to submit the methods of education prevalent at present in the United States. Six months ago, in the course of a college address, Prof. Murray Butler set himself to define the "five evidences of an education" which should manifest themselves in the traits of intellect and of character, in the habits of life and speech, of those subjected to its influence.

"Towards these traits and habits, not towards external and

substantial acquisition or accomplishment," must we turn, he says, "to find the true and sure evidences of an education as it is conceived to-day." With a simplicity and eloquence all his own, the five evidences are then detailed—

1. Correctness and precision in the use of the mother tongue, rightly described as a "comparatively new thing in education."

2. Those refined and gentle manners which are the expression of fixed habits of thought and action. "Manners have a moral significance, and find their basis in that true and deepest self-respect which is built upon respect for others."

3. The power of habit and reflection. "For an unexamined life is not worth living; the standards of truth, of human experience, and of wisdom by which new proposals are judged can only be gained through reflection; . . . liberty for the mind means freedom from the control of the unreasonable."

4. The power of growth: the impulse to continuous self-education, the possession of a many-sided interest, broad views, wide sympathies, deep insight, the flower and fruit of intellectual and moral seed early sown by intelligent efforts to educate.

5. The efficiency—the power to do; brain, tongue, or hand able to do something and able to do it well, a protest against that "sham form of education recognized as well informed incapacity."

These searching tests assume a high standard and a soaring ideal, to neither of which would the most ambitious educationalist profess the national system and practice to have attained. Rather may they not have been put forward to turn attention to the weak points and to emphasize the shortcomings which still hamper progress? The exuberance of youthful energies, so characteristic of American life, and so manifest throughout its school world at the present time, are accompanied by risks: shadow may be mistaken for substance; conclusions based upon insufficient observation may be acted upon with undue haste; verbal eloquence may obscure pitfalls from the impressionable. A note of warning, a word of caution, are by no means superfluous.

Because these "impressions" deal with some of the best tendencies in the school world of the United States they have been selected with no undue optimism, with no oblivion of the fact that good intentions do not always find fulfilment. There are two sides to this as to every other shield; but is not more stimulus gained from a record of brave deeds and laudable ambitions than from a chronicle of misdirected energies and possible error? Is there not more occasion to use the spur than the curb to those responsible to-day for the education of our people, when a sluggish apathy and indifference are evident even among those whom the subject most intimately concerns? In the affirmative answers to these questions I find my support and my apology for reflecting in these pages only the bright lights of suggestion and promise from the burnished surface of our great neighbour's educational shield.

ALICE RAVENHILL.

THE CAMBRIDGE SUMMER EXTENSION MEETING.

By AN EXTENSIONIST.

DR. ROBERTS, in his little manual on "University Extension," gives an interesting account of how these Summer Meetings, now so widely known and popular, first originated. In the summer of 1884 two miners, students from centres in the North, were paying a three days' visit to one of the lecturers. As they passed through the beautiful library of Trinity College, Cambridge, one of them, under the silent witchery of those venerable walls, exclaimed enthusiastically: "O that it were possible for some of our students to come up for a short time to work in Cambridge, and see all this for themselves!" The matter was mentioned again as they sat at tea in Prof. Stuart's rooms, and shortly afterwards a letter was received from Miss Gladstone, who had been present, offering £10, on her father's behalf, to enable a student from the mining districts to spend a month at Cambridge. Three other sums were subscribed as scholarships; so that in all four students, two men and two women, were sent to Cambridge. Two years later the experiment was repeated, and in 1890 the University incorporated the Summer Class at Cambridge as part of the

regular Extension scheme. These earlier students, however, were of a very different type from the motley crew who now make up the Summer Meeting. Cambridge, at that time, only received those more earnest workers who, having obtained a certificate at an "Extension Course" during the winter, were now anxious to supplement their theoretical training by practical work in the class-rooms and laboratories of the University. Oxford already, in 1888, had shown her desire to extend the influence of her University by opening her arms to the "many-headed multitude," quite irrespective of educational qualifications, and had arranged for their behoof short courses of lectures and other delights of a somewhat less serious kind. Cambridge for some years kept to her original plan, but at length she too yielded to the more frivolous example of her elder sister, and now her Summer Meeting is no longer dignified by that air of deep studiousness and learning which seems to have hung over it at first.

Nowadays any one and every one may join the Summer Meeting, and have the privilege of attending as many, or as few, lectures as he or she may choose, together with certain other advantages which soon enough become patent to the eyes of the "University *Excursionists*"—as the Master of Trinity irreverently called us the other day, with surely something of malice prepense in the slip. Our kindly hosts have resolved that this Summer Meeting shall indeed be, as is stated in the prospectus, "A gathering . . . for the purpose of study and recreation," and that this last shall play no mean part in the programme. Organ recitals, garden parties, receptions, conversations, not to mention visits to colleges and "personally conducted" excursions to various places of interest, very successfully prevent a too great devotion to study, and provide for our social as well as for our intellectual life. This provision for social intercourse seems indeed one of the great features of the Summer Meeting scheme, the objects of which, put briefly, are these:—

(1) To deepen interest in the University Extension movement, and to give students a sense of their connexion with the University. (2) To promote intercourse between students of different nationalities, and of different occupations in life, on the common ground of intellectual interests. (3) To enable teachers from different countries to compare and discuss matters of educational importance. (4) To promote intercourse between lecturers and students. (5) To present a wide view of the larger aspects of some one particular branch of study.

Incidentally it may be mentioned that the especial study for the 1902 Meeting is "The Contribution which the chief States have made to the History of the Nineteenth Century." We have, as far as may be, native lecturers, who are, of course, able to expound the subject, not as it appears to English eyes, but as it appears to the eyes of those most interested in it. Sectional meetings are arranged for discussion, in which both foreign and English students take part.

Now, I think it must be apparent to any one who is acquainted with the objects of the scheme, and will take the trouble to look through our Syllabus of Lectures, which includes subjects so many and various as History, Literature, Science, Economics, Music and the Fine Arts, Education, and Theology, that the keynote of the scheme, if it had to be expressed in one word, would be "breadth." The ordinary Extension Courses, with their concentration of thought and study upon a single subject, or a single epoch, tend towards depth; this Summer Meeting, on the contrary, is rather to give us breadth—breadth of knowledge, breadth of view, breadth of sympathy. In the attainment of that end, particularly such of it as is expressed in clauses (1), (2), (3) of the summary given above, our social life generally, irrelevant as at first sight it may seem, is a most important factor. The lectures alone, delightful as they are, would not in themselves prove sufficiently powerful to cultivate in us this ability to view a subject from several standpoints—this readiness to see with others' eyes, this faculty of perceiving points of union where others see only elements of discord, which is best summed up in the word "breadth." It is the informal discussions afterwards, when we are wandering through the quaint old-world college gardens or when we meet to enjoy the kind hospitality of one or other of our friendly entertainers, which help us—gradually and insensibly—to attain it.

The Summer Meeting is very cosmopolitan in its character—fair-haired Danes and Norwegians, hearty good-natured Germans, chatty Frenchmen, and swarthy Italians, all, or nearly all, speaking the foreign tongue with a fluency and confidence

which our countrymen in similar circumstances could hardly emulate, walk through our streets. Most of them are ready and eager to talk over with us any points we care to bring forward; and, if we add to these the number of our own countrymen and of English-speaking men and women from beyond the seas who gather together during August for the purpose of attending this Meeting, it will be seen that, quite apart from the lectures, those students who care to avail themselves of it have a grand opportunity for enriching their experiences and enjoying "the proper study of mankind." The lectures, it may be said, help us to see things as they appear from the hills; the social life at these gatherings shows us often the same things as they appear from different positions on the plain. To many of those who attend these Meetings this widening of views and extension of sympathies is just the very thing of whose need they are deeply conscious. Many of us are teachers, and passing, as we do, many hours a day, "like Gulliver," as Charles Lamb hath it, "among his little people," entangled sometimes in a mesh of duties which leaves us little time for social intercourse, the very necessities of our existence have a tendency, as we often bemoan in private, to narrow our ideals and to make our growth one-sided, by forcing us to attach too great an importance to details. Some of us, who are not connected with the teaching profession, yet come from remote towns or country villages, where too often the fire of intellectual life burns dully and those who possess it have a tendency to keep the glow of their enthusiasm to themselves, ignorant or careless, perhaps, how that same glow would warm and cheer many another, toiling along, somewhat joylessly, on a solitary road. To both these classes the mere contact with others, the mere free interchange of thought and experience, have a value and a helpfulness which it would be difficult to estimate too highly.

As for the last two objects I have enumerated, they also seem to be attained in some measure. The lecturers for the most part seem courteous and kind, ready and able to give help and assistance to those who summon courage to ask for it. Even the timid, I believe, in the momentary glow of understanding and sympathy between the lecturer and his audience, which is the almost infallible effect of a stirring speech, are sometimes able to throw aside their shyness and self-consciousness and ask for the guidance necessary to overcome their difficulties.

The last object is, I may say, almost certainly fulfilled. These historical lectures, taken as a whole, do certainly give us glimpses of the *larger* aspects of the subject; and the tendency which, perhaps, every lecturer has to treat his country as *part* of the whole indeed, but as the most important part of the whole, is happily counteracted by the number and variety of the lecturers, and by the debates afterwards at the sectional meetings.

As a whole, putting aside the broadening of our views and sympathies, I think the great thing we students get from this Summer Meeting is stimulus. Knowledge we—the greater part of us at least—do not get, or, rather, we get it in such small quantities, upon such a variety of subjects, that it can hardly be counted as a factor in the case. As some one put it, "The chief thing these lectures teach us is how many things we *don't know*." These "snippets of an hour each," as Prof. Knight called them, pleasantly and agreeably as they tickle our mental palate, are not conducive to the sound knowledge of any one subject, particularly when we attend, as several do, two or three, or even more, lectures in the course of the day, and so have hardly any time left to read up the subjects either after or before. The actual study, if there is any, must have been done before, or must be done after, the Meeting; it cannot be done *at* the Meeting.

Still, this very hurrying from lecture to lecture, this very trying to grasp more than we can possibly hold, harmful as it undoubtedly would be if it continued for any length of time, has during these two or three short weeks merely a distinctly stimulating effect. It is true that at first we are crushed beneath the weight of the accumulated knowledge with which the lecturers, one after another, take turns in deluging us. It has for the first few days somewhat the same effect which very bracing air is apt to have upon new-comers. We soon, however, derive some slight comfort from the thought that we need not compare our own ignorance with the heaped-up knowledge of *all* the lecturers, but only of each individual one; and this, though humbling enough, does not weigh us down quite so heavily. The personality of the lecturers, and the "seed-

thoughts" which they from time to time throw out, inspire us ; so that, though we perceive more clearly than before how vast and how beautiful are those Elysian fields of knowledge upon which we can hardly hope to set our foot, yet we feel within ourselves new energies arising, new powers expanding, and take heart of grace. The very place, with its vast libraries, its stately chapels, its river flowing calmly and silently past the peaceful walls and gardens of the beautiful old colleges, is an inspiration. The memories of saints and poets, statesmen and divines, are in the very air ; nor can we forget those others of lesser fame who yet truly loved knowledge and wisdom for their own sake, and in this quiet old city were content to lead lives of loving toil and unremitting labour, into whose inheritance we in these later ages have come.

Few there are, I fancy, who will leave this Summer Meeting without a deeper longing for more knowledge, more wisdom (unhappily, they are by no means always the same thing), without a humbling sense of the height of their ideals and the littleness of their progress towards those ideals, without a true consciousness of the greatness of the work and a more vivid realization of the littleness of the worker. Yet these things will, I believe, only make us more eager in pressing onwards up those mountain heights in whose clear air alone our ideal breathes. We have seen during these brief weeks how much higher many who have left us, many who are still with us, have attained, and we have lost the sense of loneliness. Others are with us, before us, behind us, beside us, and the sound of their footsteps gives us heart and courage, and their cry seems to echo in our ears, "Follow on ! Follow on !"

THE CONFERENCE ON NATURE STUDY AT CAMBRIDGE.

PROF. PATRICK GEDDES presided over the Conference on "Nature Study" held on August 23 at the Training College, Cambridge, in connexion with the University Extension Meeting. After some brief remarks as to the importance of the matter in hand, the chairman called upon Mr. Wilfred Mark Webb, as one who had played an active part in the organization of the Nature Study Exhibition in London, to open the discussion by giving his "Impressions of Nature Study."

Mr. Webb set himself to consider a few definite points of special interest, the first of which was "What Nature study is, and is to be, (a) in a broad, and (b) in a restricted, sense." He saw no reason in the first connexion to depart from the position he had taken up earlier in the year,* when he had subdivided Nature study into (1) science teaching, (2) unsystematized Nature knowledge acquired in school as part of general education and correlated with (3) Nature lore studied out of doors. This last might be taken as Nature study in a restricted sense, and was advocated by Prof. Geddes, Prof. Thomson, and Mr. Hedger Wallace, among other authorities. Although the practical difficulties in the way of introducing such work had to be taken into consideration, and such a view of Nature study might be too narrow, still it was necessary to emphasize out-door teaching, as there had been a tendency to overlook its value. After all, the interpretation of Nature study must be dependent upon the aims which educationists had in view. The four non-utilitarian ones chosen by Mr. Webb from those recently put forward were (1) to add to the mere joy of existence, (2) to cultivate habits of investigation by directing natural curiosity into rational channels, (3) to produce an appreciation of the country and its pursuits, and (4) to provide a definite hobby or interest in life.

Nature lore may be looked to to attain the first three ends, while Nature knowledge, in Mr. Webb's opinion, is well calculated to assist in accomplishing the second object, and leads on to scientific work from which the fourth may be easily reached.

The second point taken up was "Methods of Teaching," and a system was advocated of educational recapitulation, whereby the individual child was carried briefly through the stages which mankind has traversed in becoming civilized. Prof. Hodge's book, "Nature Study and Life," carried this out to a considerable extent, and several authorities have touched upon it. Man's first great step was the domestication of animals ; therefore at starting interest children in pets. Another stage was reached when crops were grown ; let the pupils germinate plants, and, feeling the sweets of ownership, learn to respect the property of others and become better citizens. Man, however, owes his supremacy to the experience of others which is conveyed to him by language and by books. Hence, although his inquiring turn of mind is still of great service, and it may be very advisable in the early stages of education to

make children satisfy their curiosity themselves, yet the heuristic method must not be carried beyond its natural limits.

As regards the utilitarian aspects of Nature study, Prof. Lloyd Morgan's statement was quoted that "the good of it, and not the use of it," was to be considered. The stimulus of £ s. d. upon those who did not appreciate education for its own sake was mentioned, and Prof. Hodge's special consideration of economic organisms, which, when once interest had been aroused, need not alone be studied, was alluded to.

A third subject brought forward was "The Training of Teachers," and Mr. Webb set down four ways of preparing them for Nature study teaching. They might be given (1) a proper basis, (2) a makeshift basis, (3) hints as to actual teaching after the basis had been acquired, (4) hints alone. One of the advantages of informal outdoor work was the fact that with a few hints it might be at once pursued, the teacher becoming a learner with the children.

One of the best suggestions made at the Nature Study Exhibition was that by Mr. Macan, who brought forward the idea that groups of County Councils should inaugurate special training colleges where teachers could be thoroughly well prepared for Nature study teaching, which would be a much better thing than their spending a year at an agricultural college, the duty of which was to train students for a particular industry.

Lastly, Mr. Webb had a word to say about inspectors, and maintained that it was necessary not only for them to have an interest in "Nature study," which some still lacked, but also for them to understand it and its intentions, which many had not mastered.

An interesting and well sustained discussion followed. Mr. Newport showed that he had usefully made Nature study pervade a number of school subjects, and that the interest taken in the rambles he had inaugurated was very great. Not the least noteworthy of his remarks was his statement that when he was asked a question by his pupils which he could not answer he admitted it. This is the frame of mind for which educationists have long been asking. Miss Ravenhill held that Nature study work need not be started with an elaborated scheme, and favoured the idea that the knowledge of the teacher should grow up with that of the children. The æsthetic side had a value, she said, and she looked to Nature study to lead to the necessary consideration of man in his environment.

A most graphic account of two Hungarian brothers almost in a state of nature, who said that they were "followers of Nature," was given by the Rev. A. N. Grimley. He met them near Lake Maggiore, and learned that they looked upon an Englishman, to wit, John Ruskin, as their teacher.

Miss Ainslie asked what kind of training should be given to secondary teachers ; and, in this connexion, Prof. Haddon mentioned that when he wished to find a naturalist to accompany him on one of his expeditions, Sir Michael Foster recommended one who had failed in his trips. Mr. Webb took this as meaning that the individual was so much interested in his subject that he had overlooked the requirements of his examiners. Most secondary teachers of Nature study who were successful, Mr. Webb continued, were enthusiasts, and prospective ones should have a scientific training, which, if properly carried out, should make them enthusiasts.

Mr. Henry Oldham, Lecturer on Geography in the University, pointed out how much would be lost if Nature study were confined to animate objects as urged by a correspondent in the *Times*, and with this Mr. Webb agreed.

Miss Von Wyss gave a concise account of the scientific training given at the college where the conference was held. For two terms physical science was introduced, she said, and then they "burst out into the biological side." No one is compelled to do this work, and it speaks for the interest aroused that all students have taken it up. They are enabled to complete outdoor observations upon animals by keeping them alive and watching them in their rooms.

THE CONFERENCE ON THE TRAINING OF TEACHERS.

A CONFERENCE on the Training of Teachers in Secondary Schools for Boys will be held at Cambridge on November 14 and 15, by invitation of the Senate of the University, and under the presidency of the Vice-Chancellor. It originated with a resolution of the Joint Committee on Training, which authorized its Chairman (the Rev. R. D. Swallow) and the Master of Marlborough (the Rev. Canon Bell) to take steps to bring about some such conference. The details have been arranged by a Committee of the Council of the Senate, consisting of the Master of Peterhouse (Dr. A. W. Ward) ; Sir Richard Jebb, M.P. ; Drs. Keynes and MacAlister ; and Messrs. Oscar Browning and Mollison, in consultation with a London Committee consisting of Canons Bell and Lyttelton, Dr. Gow, Prof. Withers, and Mr. Swallow. Invitations have been issued to representatives of all Universities in England and Wales, of associations of teachers, of

* See "Nature Knowledge : its Progress and Interpretation," in the *Record of Technical and Secondary Education*, April, 1902, page 194.

County Councils, and others. It is proposed to limit the Conference to about fifty members, and it is hoped that this limitation will conduce to its practical efficiency.

The principal subject of discussion will be the alternative systems of professional training recognized by the Order in Council, namely, (a) a course of training at a University or training college, (b) a period of probation as a teacher at a recognized secondary school. The question of (c) the possibility of combining these two systems will also be raised. Other subjects of discussion will be financial and other economic questions connected with the training of teachers as affecting Local Education Authorities, governing bodies and head masters of schools, and candidates for masterships.

Invitations to take part in the proceedings, or to open discussion upon the various subjects of debate, have been already accepted by Sir Richard Jebb; Mr. Hobhouse, M.P.; the Archdeacon of Halifax; the Master of Peterhouse; Mr. P. E. Matheson; Canons Bell and Lyttelton; Dr. Gow; Prof. Withers; and Messrs. Easterbrook and Holland.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.]

THE month of August is "a time of storage—storage of health and vigour and interest, and all the things on which there is a heavy drain in the school-time." So one may read in "The Schoolmaster"—not the organ of the Union which hopes to be fifty thousand strong before the close of the year, whose editor in the last number exposes the inefficiency of secondary schools and of secondary schoolmasters, "cultivated gentlemen many of them, but not many of them teachers." The reference is to a less aggressive, but not less stimulating, publication. Mr. Benson pictures us by the mountains or the sea, at home or abroad, making up large arrears of sleep, avoiding the society of our colleagues, putting our "cramped minds in easier positions," and setting ourselves "in line with the outer world"; if married, "picking up the threads of our broken domestic life"; if wise, filling our minds, drinking afresh at the old fountains or at new; the mathematician flying to theology, the classical man to Darwin and Tyndall, the science master to Meredith and Browning. Such is the vision. Such is the bright reality for some. For others less bright—a brief sojourn at the nearest seaside town, and then for many days the familiar suburb or dull provincial town, plain living, and ———? I have heard of a successful "crammer," who paid very small salaries to his assistants, and then cut down the holidays on the plea that "holidays are no use unless one has £50 to spend." Not many assistant masters have £50 to spend on holiday-making. Hence, to some, the cry for security of tenure is inexplicable. Why secure what is not worth getting? A poor thing, but I would have it mine own. Or a stroke of strategy, a cunningly selected battle-field, which, stricken and won, much else follows? This way or that, tenure still haunts the minds; "tenure" will be on the lips of Assistant Masters at the next General Meeting.

The Autumn General Meeting is to be held in the Great Hall of Mercers' School, Holborn, on Friday, September 12. Papers are to be read on "The Teaching of Geometry" (by Mr. W. J. Dobbs) and on "The Teaching of English," and there is to be a debate on "The New Register of Teachers." The registration question will be previously discussed at the meeting of the Council in the morning. The Council will also consider the following recommendations of the Education Sub-Committee with reference to the Order in Council for the Registration of Teachers:—

Schedule, § 3 (2) (i.).—“(1) That training be post-graduate. (2) That no institution should be recognized for the training of secondary teachers unless it possesses special organization for the purpose. (3) That the staff of a secondary training department should include a reasonable proportion of persons who have had experience as teachers in secondary schools.”

§ 3 (2) (ii.).—“(4) That supervision, as far as it affects the school, shall be exercised by one or more members of the regular school staff, who shall be required to give evidence of having made a scientific study of education, and of possessing considerable experience as teachers in schools. (5) That masters responsible for the training be remunerated for that work. (6) That supervision shall include, *inter alia*, guidance, criticism, and tuition. (7) That not more than one student-teacher should be sanctioned for every forty boys and every six masters in a school, with a maximum of five for any one school. (8) That student-teachers be not remunerated for their services. (9) That student-teachers shall pay fees which, under ordinary circumstances, shall not be less than than the maximum fees paid by pupils of the school. (10) That the certificate of an inspector recognized by the Board of

Education be required as part at least of the evidence of ability to teach.”

§ 5 (1).—“11. That, where a teacher is admitted to the Register under § 5 (1), in no case shall both § 3 (2) and § 3 (3) be dispensed with.”

The Council will next consider the tenure question. The following resolution, drafted by the Parliamentary Sub-Committee, has been submitted to the Branches by order of the Executive Committee:—“That the appointment of assistant masters should be by the governing authority from candidates selected by the head master, and the governing body should have the sole power of dismissal; but the head master should have the power of temporarily suspending an assistant, such suspension to be immediately reported to the governing authority.” Several important Branches have agreed to this resolution as it stands, whilst others are in favour of modifications. It remains for the Council in its collective wisdom to make the final decision, and prepare the outlines of that practicable scheme for which the last of the Vice-Presidents promised favourable consideration.

CALENDAR FOR SEPTEMBER.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—Cambridge Higher Local. Forms of entry ready.
- 1.—Return forms for Oxford and Cambridge Preliminary Exam. for Holy Orders.
- 1.—Return forms for the University Colleges of Aberystwyth and Cardiff Entrance Scholarship Exams.
- 1.—Return forms for Birmingham University Matriculation Exam.
- 1.—Ireland, Intermediate Education Board. Send in applications for Examinerships (up to October 15).
- 1.—Scotch Education Department. Admission to Training Colleges. Application to be made.
- 2-4.—College of Preceptors Professional Preliminary Exam.
- 7.—Return forms for Victoria University Arts, Science, Medical, &c., Preliminary and Entrance Exams.
- 7.—Owens College, Manchester. Return forms with fees for Entrance Exam.
- 7.—Bangor University College. Latest day for returning forms for Entrance Scholarships.
- 8.—Glasgow University. Send in names for Preliminary Exams. in Arts, Science, &c.; also for Bursaries.
- 10 18.—British Association at Belfast.
- 11.—City and Guilds Central Institute and Technical College. Return forms for Entrance and Exams.
- 11.—Oxford Exams. for Women. Responses. Return forms.
- 13.—College of Preceptors Council Meeting.
- 15.—Pharmaceutical Society Exams. Return forms.
- 15.—Birmingham University Matriculation Exam. begins.
- 15.—London University Matriculation Exam. begins.
- 15.—Cardiff University College. Entrance Scholarship Exams. begin.
- 15.—University College, London. Last day for entrance for West Scholarship.
- 15.—Post Holiday Prize Competitions for *The Journal of Education*.
- 16.—Durham Preliminary Arts Exams. for Medicine and Science begin.
- 16.—Edinburgh University. Send in names for Preliminary Exams. and University Bursaries and Faculties.
- 16.—Aberystwyth and Bangor University Colleges. Entrance Scholarship Exams. begin.
- 17.—Durham Certificate of Proficiency Exam. begins.
- 17-20.—City and Guilds Institute, London. Scholarship Exams., Central Technical College and Finsbury Technical College.
- 18.—College of Preceptors Lectures to Teachers, Second Course, begins.
- 18.—Return forms for Durham Certificate of Proficiency.
- 19.—Durham College of Science. Matriculation Exam. Return forms.
- 20.—St. Andrews University. Send forms for Bursaries, &c.
- 20.—University College, London. Last day for entrance for Bucknill Scholarship and Medical Entrance Exhibitions.
- 22.—Victoria University, Manchester. Preliminary and Entrance Exams. (Arts, Science, Medicine, Music, and Law) begin.
- 22.—St. David's College, Lampeter. Return forms for Scholarship Exam.
- 22.—London University Intermediate and LL.B. Return forms for January Exams.
- 22.—Post School News, items for this Calendar, &c., and Advertisements for the October issue of *The Journal of Education*.
- 22-23.—University College, London. Exam. for Bucknill Scholarship and Medical Entrance Exhibitions.

(Continued on page 586.)

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THE "colossal flogging" seems in a fair way to develop into an historical puzzle. Mr. R. Durnford adduces the best evidence possible, next to that of Dr. Keate himself—the diary of Dr. Keate's sister-in-law, who was resident in the Head Master's house at the time. According to this lady, the number of ill-behaved boys who cut "absence" was about 150, the lower remove of the lower division and the whole of the middle division. Of these we read: "Dr. Keate has flogged 70 of the number (104, I believe)." How the 150 original offenders were reduced to 104, and how the selection of 70 was made, does not appear.

BUT the discrepancy does not end here. The diary states distinctly that the offence was cutting "absence," and, further, that this was intended by the boys as a protest against the threatened expulsion of a

(Continued on page 588.)

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popular boy named Monroe. In the same number of the *Spectator* which quotes the diary "One of the Switched" writes that the punishment was inflicted for playing a trick upon Keate. Boys resented the prohibition of boating before Easter, and conspired to send a long-boat up the river manned by boatmen dressed in the Eton jersey. Keate rode to the Brocas and hailed the supposed offenders, to the delight of the conspirators who were in waiting to enjoy the fun.

MR. P. A. BARNETT, H.M.I.S., has accepted the post of Superintendent of Public Education in Natal, and sails for South Africa at the end of this month. Mr. Barnett wishes us to state that he was not a candidate for the London Chair of Pedagogy.

HENRY GEORGE MADAN, whose death we recorded last month, was for twenty years head of the science department at Eton. He was educated at Marlborough, took a first in the Science Schools, and was in 1862 elected a Fellow of Queen's College, Oxford. On resigning his mastership he returned for a short time to Oxford and resumed the office of Junior Bursar of his college, which he had held twenty years before.

ON October 1 the London Society for the Extension of University Teaching will be dissolved. This announcement, which sounds like a calamity, considering the vast amount of good that has been by their means accomplished during the last twenty years, only means that the work of the Society will be transferred to the Board to promote the Extension of University Teaching of the University of London, and the fact that Dr. Roberts, the first energetic secretary of the society, is the Registrar for External Students is a guarantee that there will be no break in the continuity.

THE Registration Council has moved to its temporary offices at 49 and 50 Parliament Street, two rooms on the third floor, rented from the Board of Education. Forms for admission under Column B have been distributed broadcast, but up to this date (August 26) only 260 applications have been received. The Board of Education has decided to recognize, for the purposes of Section 4 of the Schedule to the Order in Council, *en bloc* all the schools represented by the Head Masters' Conference and all the schools maintained by the Girls' Public Day School Company; but, as a rule, no application for the recognition of a school will be entertained except in connexion with the registration of one or more of the staff. We believe that we are correct in stating that, so far, no member of our great public schools, either head or assistant, has applied to be registered.

AT the Oxford Union a resolution expressing warm approval of the Education Bill was supported by Mr. Winston Churchill, M.P., and carried by 106 votes to 62.

DR. BROWN, discussing at Bedford the religious aspects of the Education Bill, made a point by quoting Canon Evans, one of the governors of the Bedford Grammar School. Another governor, the Mayor of the town, had denounced undenominational education as absolutely worthless, and was answered by Canon Evans that the school where he had been educated, King Edward's School, Birmingham, was absolutely undenominational, but he could not call the education there worthless, seeing that it had produced, to name only his own contemporaries, Dr. Lightfoot, Dr. Westcott, and Dr. Benson.

MR. JAMES CLARK, M.A. of Aberdeen University, and B.A. of Oxford University, Rector of Dumfries Academy, has, on the nomination of the Lords of the Committee of Privy Council on Education in Scotland, been appointed to the post of His Majesty's Inspector of Schools.

MISS S. L. P. WRIGHT, late student of Newnham College and the Cambridge Training College, has been appointed Professor of English at the Women's College, Tokio University, Japan.

THE President of the Board of Education has appointed James Walker Hartley, M.A. of Trinity College, Cambridge; Benjamin Beck Skirrow, M.A. of University College, Oxford; and Frederic William Westaway, B.A. of London University, to be inspectors under the Board of Education.

MR. D. H. S. CRANAGE, of King's College, has been elected Secretary to the Cambridge Local Examinations and Lectures Syndicate, in succession to Dr. R. D. Roberts, who will begin his duties as Registrar to the University of London next October.

MISS LOUISE CORBETT, recently Head Mistress of the Church High School, Surbiton, has been appointed house mistress of the boarding house, St. Alban's, Edgbaston.

(Continued on page 590.)

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SHOULD not compensation marks ("Examiner" asks us) be awarded for ingenuity—at least, in an unseen? I confess I had not the heart to award nothing to a rendering so brilliant as this, however erratic:—

"Si Dieu nous consultait aujourd'hui
Pour réformer ce bas monde,
Convenons-en à la ronde,
Nous ne le ferions pas mieux que Lui."

"If Providence asked our advice as to remoulding this mis-shapen world, though we all agreed that it should be perfectly round, we could not improve on His design." Dear girl! what a deep impression that first geography lesson and the orange make on a plastic brain!

ANOTHER lady has passed the examination for the degree of Doctor of Philosophy at the University of Berlin. This brings the number of Berlin lady graduates up to four, three of whom are Americans.

THE meeting of the British Association at Belfast begins on Wednesday, the 10th. Prof. H. E. Armstrong, who presides over the newly formed Section L (Education), will treat in his address of a reformed curriculum and the training of teachers. The first two days will be devoted mainly to Irish questions. The Resident Commissioner of National Education will introduce the discussion on "The Co-ordination of Primary and Secondary Education"; Mr. R. M. Jones that on "Intermediate Education." In the discussion on "Technical Instruction in relation to Native Industries" the Rt. Hon. Horace Plunkett will take part. For the following days the most interesting items in the programme are (1) "The Training of Teachers" (Prof. Withers and Miss Walter), (2) "Subjects and Order of Subjects in Science Teaching" (Dr. Kimmins), (3) "The Teaching of English," Mr. P. T. Hartog and Canon Lyttelton.

VOLUMES X. and XI. of "Special Reports on Educational Subjects," dealing with Education in the United States of America, have reached us too late in the month to do aught but note their appearance. We may, however, cull one pertinent observation from Sir Joshua Fitch's Introduction. That no public money ought to be applied in aid of any religious body or sectarian institution is, he tells us, practically universal throughout the Union. This is far from implying national indifference to religion. On the contrary, "the exclusion of sectarian and clerical influence from the common school has had the incidental effect of quickening the zeal of the churches and making them more sensible of their responsibility to the children of their flocks and encouraging efforts by means of Sunday schools to supplement the secular teaching of the day schools."

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After consultation with Mr. Astor, and in accordance with his wish, the Council have resolved to endow the Chairs of Pure Mathematics and History, and to name them the "Astor Chairs." In consequence of this endowment the Department of History will be reorganized, and a Lecturer in Ancient History will be appointed.

The Council has received the sum of £1,000 from the Rev. Thompson Yates for the permanent endowment of the Department of Economics, and other smaller sums have been received for the same purpose. That department has been reorganized as follows:—

Prof. Foxwell will give a general course of Economics and Economic History. Mr. C. P. Sanger, Fellow of Trinity College, Cambridge, has been appointed to lecture on "Public Finance"; Mr. G. Udny Yule has been appointed to the Newmarch Lectureship in Statistics; Mr. A. C. Pigou, Fellow of King's College, Cambridge, to the Jevons Memorial Lectureship, in connexion with which he will give a course of lectures on "The Association of Employers and Employed, Arbitration and Conciliation." Prof. Montague will give a course in the Department of Economics on "The Existing British Constitution and its Relation to the Constitution of other Countries." Prof. Macdonell will give a course on "International Law"; Prof. Whittaker on "Industrial and Commercial Law."

Mr. W. G. Hartog has been appointed Assistant to the Professor of French, and, as a consequence of his appointment, the work of the Department of French in the advanced stages will be considerably extended.

Prof. Brandin has been appointed to hold the Chair of Romance Philology in conjunction with that of French, and Prof. Priebisch to hold the Chair of Germanic Philology in conjunction with that of German.

The Council have approved the scheme of the Senate of the University for the organization of University teaching in German throughout London, and Prof. Priebisch has been appointed to the University Professorship of German.

(Continued on page 592.)

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Session 1902-1903 of the Faculties of Arts and of Science will be opened on Tuesday, September 30. Introductory lecture at 3 p.m., by Prof. J. D. Cormack.

NEWHAM COLLEGE, CAMBRIDGE.

In the Cambridge Higher Local Examination the scholarships tenable at Newnham College have been assigned as follows:—The scholarship given by the Goldsmiths' Company to Miss M. A. Earl, of Woodford House School, Croydon; the scholarship given by the Clothworkers' Company to Miss A. Homer, of King Edward's High School, Birmingham; scholarships of £50 a year to Miss E. M. Newbold, of the Tunbridge Wells High School, and Miss I. B. Sachs, of the Croydon High School; scholarships of £35 to Miss L. M. Elligott, of the City of London School for Girls, and Miss P. M. Fullord, of the Perse School for Girls, Cambridge. The Gilchrist Scholarship has been awarded to Miss E. C. Wordsworth, of the Bedford High School, who elects to hold it at Newnham College. The Newnham College Classical Scholarship has this year been awarded equally to Miss M. E. Hirst and Miss H. W. de G. Verrall.

SCOTLAND.

The Carnegie Trust has announced the grants which it proposes to make to the Universities during the next five years, under Clause A of the Trust Deed. A report by Lord Elgin and Sir Henry Roscoe and a letter from Mr. McCormick explain the general principles of the allocation and the reasons for the special forms which it has taken in the different Universities. The total amount of the grants is £200,000, or £40,000 annually for five years. This is very much less than the amount contemplated in the Trust Deed; but a considerable margin had to be left as a provision for post-graduate research and for the needs of the extra-mural colleges and similar institutions which have claims on the Trust. These latter claims are too indefinite to be dealt with at present; but it is proposed ultimately to spend about £5,000 a year on post-graduate research, for which there has not yet been time to draw up a careful scheme.

The grants are to be payable from January 1, 1903, and certain

general conditions are attached to the payment of them. In the case of grants for building, the building scheme must be laid before the Executive Committee "in complete form, with plans and estimates, and with a full statement embodying, among other details, the amount of financial support promised or expected." Grants for endowment are to be payable either by instalments or on the institution of a specific chair or lectureship. In the case of library grants not less than one-half is to be spent on books and periodicals, in the purchase of which "care should be taken to prevent any undue competition or overlapping between Universities deriving benefit from the same source," and "all students of Scottish Universities should have free access to each University library." Grants in aid of current income are to be provisional only, and to run for a limited and definite period. They should, if possible, be given for specific objects; but, in the event of grants being given to the general fund of any University, "the University Court must be taken bound to incur no liability which could, directly or indirectly, involve any obligation on the Committee to continue the grant beyond the period specified." Finally, the Universities must, at the end of each year, "forward to the secretary a report showing all monies received from the Trust during the year, and the manner of their expenditure." These conditions appear to be perfectly reasonable; but they will quicken the fears of those who anticipate that the Trust intends to use its vast resources in controlling from outside the development and work of the Universities. They must, of course, take what they get, and hope that the Trust will act sympathetically and wisely. But in the constitution of the Trust the working members of the Universities are most inadequately represented, and there is a real danger that the Trust's control may develop into a tyranny. The Universities are already sufficiently hampered by the red tape of Government Commissions and the caprice of private donors, and a new controlling body, if it acts on imperfect knowledge or is led away by abstract fads, may bring ruin with its gifts.

In allocating its grants, the Trust has wisely refrained from making the amounts proportional to the size and resources of the Universities. The grants for Aberdeen and St. Andrews are thus not much less than those for Edinburgh and Glasgow. Edinburgh gets £11,500 annually, Glasgow £11,000, Aberdeen £9,000, and St. Andrews £8,500. In each University £1,000 a year is given for the library. The remainder of the grant is in each case allocated under the heads of (a) buildings and permanent equipment; (b) teaching and endowment. In Edinburgh and Glasgow the building grants are very much larger

(Continued on page 594.)

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than those for teaching and endowment. To Edinburgh a grant of £8,000 a year is made for buildings, mainly in connexion with physics and engineering, and a grant of £2,500 a year for the endowment of modern languages or some other purpose approved by the Committee. In Glasgow £8,000 a year are to be spent on buildings for physics, physiology, materia medica, forensic medicine, &c., and on equipment for chemistry or geology if there is any surplus; while £2,000 a year are to be devoted to the endowment of a Chair of Geology and to some other endowment approved by the Committee. Aberdeen, which requires nothing for buildings, gets £1,000 a year for apparatus and £7,000 a year for teaching, of which £2,000 go to the endowment of modern languages and £4,000 to the Chair of History and to some other endowment, the remaining £1,000 being devoted to "provisional assistance" for modern languages and other subjects. Exactly the same provision is made for the endowment and assistance of modern languages at St. Andrews, and, in addition, £1,600 a year go to other endowments (materia medica and pathology at Dundee being suggested as suitable), while £400 a year are given for "provisional assistance." The grant for teaching and endowment at St. Andrews is thus £4,500 a year, while that for building is £3,000 a year, to be divided between chemistry and physics at St. Andrews and the general extension at Dundee.

There is sure to be some difference of opinion regarding one of the chief features of this allocation, viz., its tendency towards capitalizing. Almost the whole of the money is devoted either to building or to endowment. In other words, the benefits of Mr. Carnegie's gift have been to a great extent postponed. For instance, instead of instituting immediately five or six new lectureships tenable for five years at St. Andrews or Aberdeen and paying the salaries out of the income of the Trust, the Committee has decreed the accumulation of the money which might have been spent on these salaries, so that, five years hence, each of these two Universities will have one new lectureship, endowed so as to yield an income less than would have been given to any one of the five or six lecturers who might have been appointed at once. At this rate it will take a generation to make any considerable addition to the teaching power of the Universities. New chairs must, of course, be founded by the capitalizing of the income of the Trust. But there seems to be no adequate reason for endowing lectureships at present, still less for endowing assistantships, as Mr. McCormick suggests in his letter. University lecturers in Scotland are appointed for periods not exceeding five years, while the appointment of assistants is for one year. They are, of course, eligible for re-appointment; but the posts

are not necessarily permanent. The Carnegie Trust might, therefore, have instituted a number of lectureships experimentally and afterwards selected such as it thought desirable gradually to endow or raise into chairs, while the others might have been dropped. No doubt permanent endowed lectureships may attract better teachers; but to endow all the existing University lectureships would be a most tedious process, and to endow a few only would be practically to introduce a new sort of lecturer without a new office or designation. This would inevitably increase academic friction and jealousies. The Executive Committee seems to have been influenced in its action by a fear lest there should be "any extensive permanent devolution of the income of the Trust." But surely the income of the Trust as a whole was intended to be permanently devolved, and it is difficult to conceive a better way of securing freedom and variety (if necessary) in its devolution than the instituting of terminable lectureships.

Another important step has been taken by the Trust. The Trust Deed has been amended, so that in future students who desire to have their fees paid must have passed the Leaving Certificate, Preliminary, or other recognized equivalent examination "in such subjects and grades, and under such conditions, as the Executive Committee may from time to time determine." During Session 1902-3 the present tests are to be maintained, but thereafter it is intended to apply to all beneficiaries "an approximately uniform test of preliminary education." The difficulty arising from the lower standard of the Medical Preliminary will thus be overcome.

Two new professors have been appointed by the Crown. Mr. James Black Baillie, B.A. Cantab., D.Phil. Edin., has been appointed Professor of Moral Philosophy at Aberdeen, in succession to Prof. Latta, of Glasgow. Mr. Baillie has had a very distinguished career as a student of philosophy at Edinburgh and Cambridge. He at present holds the Shaw Fellowship, the chief philosophical prize open to Scottish students, and he has done most successful work both as an author and as teacher at St. Andrews and Dundee, where he has for some years been Lecturer on Philosophy. In succession to Prof. Young, who has retired, Mr. J. Graham Kerr, M.A. of Christ's College, Cambridge, has been appointed Professor of Natural History at Glasgow. He also has distinguished himself very highly at Edinburgh and Cambridge, and he has conducted successful zoological inquiries in little known regions of South America. Both of these appointments meet with general approbation, and the new professors are expected to add strength to the teaching staff in their respective Universities.

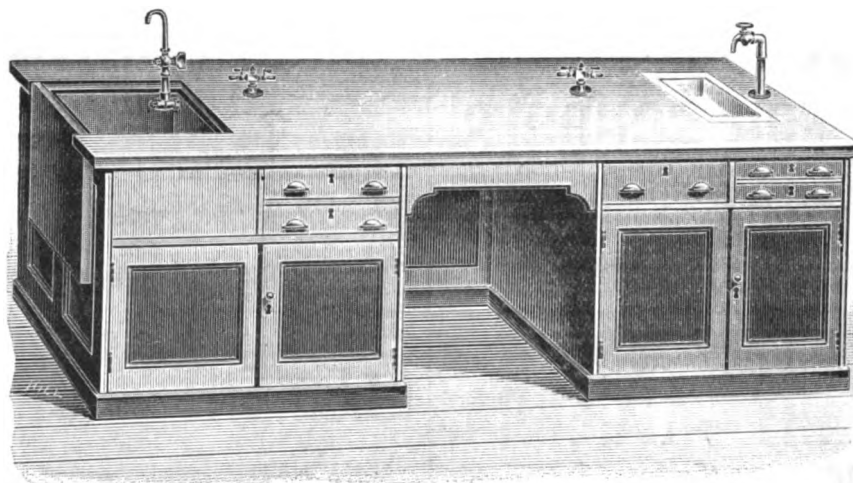
(Continued on page 596.)

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HIGHGATE, THE GROVE SCHOOL.—Miss Wood, a pupil of this school, has obtained a mathematical scholarship at Girton College. Miss Morris Smith, an old pupil, who won a classical scholarship at Somerville College, has been placed in the First Class in *Literæ Humaniores*, and another, Miss Noakes, also at Somerville College, has been placed in the Second Class in the Honour School of Modern History.

PADDINGTON AND MAIDA VALE HIGH SCHOOL.—A former pupil, Maud Hattersley, Newnham College, has passed Part I. of the Historical Tripos. Three candidates were sent in for the London Matriculation Examination in June. All were successful: Ethel Adeane and Mabel Bailey in the First Division, Dorothy Holmes in the Second Division. Ethel Adeane has had an extension of her Intermediate Scholarship from the London County Council Technical Education Board. Mildred Trehearne has passed the higher examination in violin of the Associated Board of the Royal Academy and the Royal College of Music.

ROCHESTER, KING'S SCHOOL.—Wednesday, July 30, was Prize Day. The Dean of Rochester presided, and gave away the prizes. The whole of the Chapter (Archdeacon Cheetham, Canons Jelf, Cheyne, and Pollock) were present, also the Bishop of Rochester and the Mayor. The examiner (Canon Spurling, of Keble College, Oxford) under the Oxford and Cambridge Board spoke very favourably of the general work of the school, and both the Bishop and the Dean addressed the parents and boys. The Head Master (Rev. T. F. Hobson, M.A.) reviewed the events of the year, and mentioned among other successes the gaining of higher and lower certificates (Boxall obtaining a higher certificate with "Distinction" in Divinity) by members of the school, the degree of LL.D. conferred on W. L. Fletcher, by Toronto University, in recognition of his services to learning in general and the State in particular, and the D.S.O. bestowed on the two Captains Jelfcoat, on service in South Africa. The principal prizes were awarded as follows:—King's Scholarship, F. C. R. Brown; Governors' Leaving Exhibition, C. E. Sullivan; Scott Prizes for Classics, T. E. Osmond, K.S., and C. E. Sullivan; the Dean's Prize for Divinity, C. E. Sullivan; Canon Burrows Memorial Divinity Prize, T. E. Osmond, K.S.; the Archdeacon's Prize for Natural Science, T. E. Osmond, K.S., and H. F. L. Inigo, K.S. (equal); the Mayor's Prize for Mathematics, H. Wallis, K.S.; the Whiston French Prize, T. E. Osmond; Lord Cranborne's German Prize, P. F. Mackay, K.S. Athletic sports on the school playing fields followed, the prizes for which were given away by Lady Cranborne. Next term begins September 17.

ROSSALL SCHOOL.—Principal prizes and distinctions gained in the school:—Chapel Reading Prizes, S. F. Peshall, E. C. Jubb (*proxime accessit* F. A. Simpson); Church History, S. F. Peshall; English Essay, S. F. S. Johnston. College scholarships and other distinctions outside the school:—H. Fyson, First Class, Classical Tripos, Cambridge; R. Drew, Ewelme Exhibition at Oxford; F. A. S. Cotton, Patterson Missionary Studentship, Selwyn, Cambridge; Isambard Owen, Senior Deputy Chancellor of the University of Wales, has been knighted; H. J. Gibson has been made a Commander of the Bath; P. G. C. Campbell has been appointed Professor of Modern Languages, Kingston, Canada; W. W. Field has won the Oxford University Challenge Sculls. Prize Day was on June 20, when, to the neglect of all ordered tradition, the weather was tempestuous. The prizes were distributed by the Bishop of Burnley, who, in an admirable and forceful speech, encouraged us to be keen, unselfish, and hard-working. No condensed report can give any adequate idea of the vigour and effectiveness of his address. The usual luncheon followed, but the garden party was impossible. An excellent concert was given the night before. The memorial scheme has now received over £1,000. In cricket we have done wonderfully well, defeating Loretto by 91 runs, and Shrewsbury by an innings and 14 runs. F. H. Mugliston has proved a better bowler than fame had made him, and in batting there is practically no tail. Corder's are certain of the House Cricket Cup, and are at present first in the Senior Inter-House League games; Furneaux in the Junior. As for shooting, we have been doing some very steady work, beating Wellington, Glenalmond, Repton, Bedford, St. Paul's, Harrow, and Rugby. The Inter-House Cup has fallen to White's. With deep regret we must record the death of Canon Mason, formerly the Chairman of our Council. His tact, courtesy, and clear-headedness made his services invaluable, until declining years compelled him to resign the post; though to the end he continued to manifest his keen interest in things Rossallian.

SOUTHWARK, ST. OLAVE'S GRAMMAR SCHOOL.—Speech Day was July 31. First there was the commemoration service at St. Saviour's

(Continued on page 600.)

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Collegiate Church, with the Bishop of Ripon for preacher. His theme was "Solomon's Division of Labour in Building the Temple," as instanced by the workmen who were one month cutting wood on Lebanon, and two months at their homes performing their daily duties. The sermon was an eloquent plea for a Lebanon period in the life of every man. The prize-giving took place at the school. The Warden, Mr. Hugh Colin Smith, presided. Scenes were acted from "Macbeth" and "King John," from Moliere's "L'Avare" and "The Knights" of Aristophanes. The Head Master, Mr. W. G. Rushbrooke, noticed the work of the year, called attention to points in the honour list and in the report of the examiner, Mr. W. H. D. Rouse, and paid a tribute to the memory of Mr. Joseph Pearce, who died last April after twenty-nine years of devoted service. He was master of the first form; and, over and above the work of teaching, he had to mould new-comers to the traditions of the school, a task which he achieved with rare insight and success. A tablet to his memory has been placed by the door of his class-room. We were fortunate this year in having Mr. Asquith to give away the prizes. In his address he entered fully into the character of the school as a typical English institution, founded under Queen Elizabeth and remodelled to meet modern needs; he reviewed its programme and its recent achievements, and he touched upon current problems of secondary education, the need of a well graded system, the waste of talent and character due to imperfect facilities, and the imperative necessity of reforming the present confusion. The special prizes this year were:—Warden's Prize for English Literature, A. J. Dedman; Mr. W. H. O. Smith's Reading Prize, F. Lambert; Mr. C. G. Hoare's Divinity Prize, D. J. Owen; Nutt Prize for Classics, A. J. Dedman and F. Lambert; Warden's Prize for Mathematics, F. G. Forder; Declamation Prizes, A. E. Baker and A. Hughes; Mr. C. O. Gridley's Ruskin Prize, J. C. Gravestock; English Verse, H. F. Brett-Smith; Latin Verse, A. J. Dedman; Greek Verse, W. Burton; Mr. H. Lafone's Prize for Chemistry and Physics, A. E. Baker; Dr. Perry's Prize for Biology, A. E. Pratt; Lafone Arithmetic Medal, W. J. Ward; Lafone Gold Pen for Writing, T. E. J. Denbeigh; French, J. C. Gravestock; Articles in the Magazine, (Prose) A. E. Pratt, (Verse) K. S. Dale-James; Navy League Prizes, E. H. Grout and A. E. Baker; Plant Collecting, W. F. Collins. [The brilliant list of distinctions gained by former pupils is too long for us to insert.]

WAKEFIELD GRAMMAR SCHOOL.—Speech Day was held on the 1st ult., and the prizes were distributed by Sir Thomas Brooke, Bart. Amongst the honours announced by the Head Master were six University scholarships, including the coveted Akroyd Scholarship,

open to all Yorkshire schools, which we have now gained five times in the last thirteen years. Four other scholarships also appeared in the list of distinctions, as well as a First Class in Classical Moderations at Oxford, and another in the Mathematical Tripos, Part II., at Cambridge. Mr. P. Meadows having resigned his mastership, the Head Master has appointed Mr. C. F. Tyrrell, Drapers' Scholar of St. John's College, Cambridge, and Cambridge Day Training College, as his successor. The school has suffered a most severe loss in the death of Mr. Stollard, mathematical master for the past twenty-six years, who has trained a Senior Wrangler and two Third Wranglers in his classes at this school. As his successor the Head Master has appointed Mr. C. F. Sandberg, M.A., F.R.A.S., late scholar of Hertford College, Oxford.

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AN UNLUCKY SENIOR WRANGLER.

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IN the seventh series of the "Johns Hopkins University Studies" there are two interesting papers by Prof. Trent on "English Culture in America." The writer deals with F. W. Gilmer's mission to England in 1824 to procure professors for the new University of Charlottesville, Virginia. One of Gilmer's letters, dated "Cambridge, 7th July, 1824," contains the following passage:—"As yet I have learned but of one whom I should probably choose: that is a Mr. Atkinson, formerly 'Wrangler' in Trinity College, Cambridge, now teaching a school in Scotland. He is spoken of as a first-rate mathematician, and I shall endeavour to see him in my visit to Scotland." In a foot-note, Mr. Trent adds: "Henry Atkinson (1781-1829) of Newcastle-on-Tyne, is the only Atkinson of mathematical celebrity that I can discover. He did teach in Scotland, but does not appear to have ever been at Cambridge; for at the age of thirteen he was principal of a school." Obviously it was not Henry Atkinson, but Solomon Atkinson, of Trinity College, Senior Wrangler in 1821, whose name was submitted to Gilmer. So far as I am aware there is no published account of this unfortunate man (unfortunate at any rate in the earlier part of his career), nor is he noticed even incidentally in the "Dictionary of National Biography." I have, however, in my possession his own annotated copy of an anonymously published paper which is neither more nor less than an unvarnished autobiography. Believing that an abstract of this paper will prove not only interesting in itself, but a valuable contribution to the history of University education on both sides of the Atlantic, I now proceed to extract the pith of it.

Solomon Atkinson was born at Ainstable, in Cumberland. His father was a day-labourer who, himself the son of a curate and village schoolmaster, had resisted the paternal pressure to enter the Church, had married early in life a woman of some property, and had expended their joint means in undertaking and mismanaging a small farm. Solomon was their second son, and the grandfather and mother were determined that he at all events should be a parson. During the first eighteen years of his life the little learning that he was able to scrape together at the village school had to be acquired amid the constant calls of farm-work, which grew heavier as he advanced in years and strength. He saw and envied the happier fortune of his wealthier schoolfellows, who passed off one after another to the fashionable grammar schools of the North—Carlisle, St. Bees, Appleby, or even Richmond in Yorkshire—to finish their education, or fit themselves for the University. However, where there's a will there's a way; and he somehow or other found means to get "boarding at a cheap rate at the village of Bampton, in Westmoreland; and at the Free Grammar School in that place he fitted himself for the University," as he adds in manuscript to the printed account at this point.

The golden key that unlocked the coveted entrance to the University was obtained from his maternal grandfather, who lived at Burneside, near Kendal, and who, by dint of great industry and economy, had during a long life accumulated a small property. About the end of January, 1817, in the depth of what happened to be a severe winter, young Atkinson started off on foot on a journey of some sixty miles to visit this old gentleman. His personal appeal for help was successful; he was given a hundred pounds and a blessing. But he was not yet out of the wood—or perhaps out of the fell would be a more appropriate figure. He wanted advice, and he knew no one capable of giving it him. Even in his remote and secluded home, however, he had heard the fame of Dr. Isaac Milner, Dean of Carlisle and President of Queens', Cambridge. To Milner, accordingly, he determined to apply, and walked twenty miles through rain and hail and snow with that end in view. But here I must quote *verbatim* :—

I was speedily ushered into the presence of this venerable personage. To those who have ever seen him I need not say that he was one of the noblest examples of the human form that Nature ever moulded. At this time he was in a very indifferent state of health. His head was wrapped up in a kind of turban cap; he was sitting on an elevated sofa, and his books and writing materials were extended over a large desk, whose elevation corresponded with the position in which he sat, or rather reposed. "Well, young man," he inquired with a frankness and kindness of manner which I shall ever bear in grateful remembrance, "and what is your business with me?" I briefly told my

errand. Where had I been educated? "At our village school," was my reply. What could I read? I had read Virgil, Horace, the Greek Testament, and the "Cyropædia." Horace and the Greek Testament were instantly produced. I read a few lines of the former and a few verses of the latter. "Very well, young man." Did I know anything of mathematics, for, if I was looking forward to Cambridge, this was important? I was an expert arithmetician, and knew something of algebra and geometry. "Can you demonstrate me the common rule in books of arithmetic for pointing off decimals in multiplication?" This was a novel kind of question, and I was rather posed. "Do you know the short rule for reducing the decimal of a pound sterling to shillings and pence?" I explained the operation. "Now can you tell me the reason?" I could not, and he again helped me out. We went through a variety of other arithmetic and algebraic conundrums. I performed the operations rapidly, but was not so skilful in demonstrating. We passed on to geometry. "Can you demonstrate the forty-seventh proposition?" I was lost. I had read Euclid; I knew it thoroughly, but had never considered it expedient to know the propositions by number. He immediately recollected himself. "I should have given you the enunciation. I mean the proposition about the square of the hypotenuse." I forthwith scrawled the diagram on a slip of paper, and went through the proposition. This was "very satisfactory, very good—very good, indeed." And so we went on for a considerable length of time. He then opened the question of my finances, went into a variety of details respecting his own affairs when he went to college, and discussed with me my particular condition with as much kindness and consideration as if he had known me for twenty years.

Although Atkinson had already formed a strong desire to be admitted of Trinity—and, that failing, of St. John's—he was overruled, for, in spite of the fact, which Milner took care to point out to him, that there were no prospects of getting a Fellowship at Queens', he was advised that it would be better for him to be admitted a sizar of that society. So it was settled, and the Dean wrote to Barnes, the senior tutor, to that effect. The intervening period passed rapidly away. October arrived, and Atkinson started, with a heart full of glee and joyous anticipation, for the great seat of learning and science. The last sixty miles of the journey he made on foot, having travelled from Leeds to Woburn by coach; but when he reached the latter village it was only to find that the Oxford and Cambridge coach had just passed. Daylight had not quite gone when the tired pedestrian stood before the entrance of Queens' College. "Can you tell me where I shall find Mr. Barnes?" he inquired of a tall, portly personage just then passing. "I am Mr. Barnes," was the reply. Mr. Barnes took him across the court to a set of apartments—a wealthy pensioner's—in the New Buildings, where, he was told, he was to remain that night. The tutor, after telling him that he must breakfast with him at ten the next morning, and that he would send his servant to attend to his wants, departed. After applying himself pretty stoutly to the good things set before him by Barnes's man, he felt his strength restored and so little disposed to sleep that he sat up till three or four o'clock in the morning. He now felt himself at leisure to survey, in detail, the fairyland into which he had been so suddenly transported—the rich Brussels carpeting on which he trod, the brilliant chintz hangings which displayed their folds in all the taste and elegance of Grecian drapery; desks, tables, chairs of the choicest materials and finest workmanship; the whole room actually covered with pictures, which fascinated his untutored taste—among them a variety of portraits, and, in particular, one of the President, very conspicuously placed. A large and costly pier-glass was suspended over the fireplace, and directly opposite, on the other side of the room, stood another of corresponding magnitude and beauty. Several large concave and convex mirrors were scattered about. He examined all these and a variety of other objects, as novel to him as they were curious in themselves. At length he rested on the handsome mahogany book-cases, and envied the stores of learning which their owner must possess, for he had not then found out that there was a material difference between having a good library and possessing the knowledge which it contained.

After breakfast the next morning Barnes showed him the rooms which were to be his future habitation, and made some remark about the badness of their condition. A tattered carpet which covered half the floor, half a dozen chairs tumbling to pieces, a looking-glass that might have seen a hundred years, two or three boards that were meant for a book-case, filled the sitting-room; the bedroom, a small, narrow place, into which he could with difficulty squeeze himself, containing something that had once been a tent-bed and bed-clothes; the gyp-room

being about three feet square or so, and serving as larder, buttery, and kitchen, a place the very smell of which was enough to sicken a Hottentot—a poor abode, but it was to be *his own*, and that sufficed.

Passing by some other details and explanations, which, however interesting to a student of old Cambridge life, are too familiar to the reader to warrant repetition, I pick out from this part of the narrative a few criticisms of prominent Cantabs of the time:—

Herbert Marsh, the Margaret Professor of Divinity, is altogether the first man in Cambridge at the present time. He is an ornament to this University, and he would be an ornament to any society that ever existed. But he was not formed at Cambridge. He went to the Continent very shortly after he graduated—studied theology under Michaelis, ransacked the stores of German literature, wrote one of the ablest periodicals of the day, called "British Politics Defended," which did this country incalculable service on the Continent, and which finally became so odious to Buonaparte that he proscribed Marsh. . . . He is an intolerant bigot; but he supports his opinions like a man, and is the very best pamphleteer of the day. At an immense distance below Marsh, but undoubtedly the second in the University, is Smyth, the Professor of Modern History. He is in private life a most amiable man; thoroughly acquainted with his business; a Whig in politics, but his lectures, admirable alike for their eloquence and various information and profound research, contain not a breath of party spirit. . . . The publication of these lectures would be an invaluable treasure to the youth of the country, but he permits no one to take notes.

Woodhouse, the Plumian Professor of Astronomy, has added little or nothing to the stock of science. . . . He has written a multitude of elementary treatises on mathematics, most of them very excellent, and laid the foundation for introducing the Continental methods in Cambridge, which was completed by a bold measure of Mr. Peacock, of Trinity. Mr. Whewell, one of the tutors of Trinity, I hold to be by far the nearest approximation to the celebrated trio I have already named. His mind is framed on the same model—bold, vigorous, and extensive; but circumstances have circumscribed, or rather directed, his career into a channel in which he will never descend to posterity. Elementary treatises on science—and he has written the very best that Cambridge ever produced—are temporary in their existence and partial in their circulation. The "Apology for the Bible" will be read over three quarters of the globe when every name now in Cambridge shall be forgotten.

Mr. King, tutor of Queens' College, was Senior Wrangler, and took that degree with higher distinction than perhaps any other man ever did. He might have been one of the first mathematicians of Europe; he *is* the tutor of a college. His extraordinary powers of acquisition, the energy of his mind, and the vigour of his temperament are wholly employed in making up college bills, arranging college squabbles, and looking after the morals of Freshmen. His knowledge of mathematical science was most extensive, and his mastery over it complete. At present the game of whist is his favourite study, and probably he will end his career much more familiar with Hoyle than Laplace. The man that might have rescued the name of English science from contempt is fast approaching the honours of a three-bottle man in a tippling college and of the best whist player in a gambling University. The resident Fellow who in his youth spends the afternoons over bad port and his nights in card-playing in the decline of life becomes, as a matter of course, a silly and besotted old woman in a doctor's gown.

Mr. Peacock is mathematical lecturer in Trinity, one of the translators of Lacroix, and one of the compilers of the supplement of examples. He has a clear head and a prodigious industry, has read more mathematics probably than any three men of his age now living; but he does not possess a single particle of invention.

Mr. Gwatkin, a lecturer in St. John's, the neatest and most clear-headed mathematician in Cambridge, the best private tutor, and the best mathematical lecturer in the University, is an excellent moderator, and his examination papers are models of clearness and judgment. Of any other knowledge, whether of the most ordinary affairs of life, or of questions which occupy the public mind or are likely to influence the public happiness, he is as ignorant as an Esquimaux.

The total amount of Atkinson's ways and means when he first went up was "perhaps a little short of £150." He adds that, if he had remained at Queens' during the whole of his course, with that sum and due economy he could have met all demands. His college bills, including the £15 caution money and the furnishing of his rooms, came to about £90; but he had got the appointment of Chapel Clerk, worth about £20 a year; his tutor had given him the benefit of some half-a-dozen small scholarships equivalent to about the same amount; and he had a pupil

* I am afraid that it is necessary to inform the younger reader that Bishop Watson's once famous book, which gave rise to a still more famous epigram, is here referred to.

from whom he was to receive forty guineas for the three terms. The first term he paid his tutor's bill; in the second he fell into arrears; and the third term found him still further behind—in fact, his indebtedness to his tutor when he graduated amounted to upwards of £200. By migrating to Trinity early in his second year he lost the advantages already within his grasp, and, being obliged to lodge in the town during his first year at Trinity, he made nothing by his pupil. A scholarship of £40 at Trinity only became available to him as a sizar in his third year, "too late to be of any effectual service." Running into debt *pari passu* to his bookseller and tailor and other tradesmen to a large amount, he became extravagant, and "lost all idea of economy."

Passing from this "painful subject," he proceeds to give an account of his examinations. At the annual examination of Freshmen he was first, completely distancing his competitors, who were not men without talents, and who had had the very best means of instruction.

One of them in particular, the son of a Lancashire clergyman, showed wonderful play. It did not satisfy his craving desire for knowledge to read from eight or nine o'clock in the morning till twelve or two the next morning; but he regularly sat through the whole night once or twice a week, keeping himself awake by strong doses of tea or coffee. I was content to let seven or eight hours a day serve my purpose. I soon discovered that a vigorous mind may get through a great deal of work in two or three hours, and I found that these close-sitters were men of little physical activity, and that their plan soon led them into habits of mental indolence. I read hard for two or three hours in the morning, and the like again in the evening, and the rest of the day I ranged about the town, or rambled three or four miles into the country, alternately conning over some proposition mentally or picking upon adventure, as accident or inclination served.

The second year wore away amid sad difficulties, discouragement, and despondency; the examination of Junior Sophs came, and Atkinson was in the First Class. As the names were arranged alphabetically, kind friends whispered to him that he was not the first, "which was enough to humiliate him deeply." When the third year, however, closed, it found him well seasoned for the combat. He was in the First Class again—"first in that class, first beyond all comparison." There was a very strong impression that Trinity was not to have the Senior Wrangler in 1821. For the ordeal, while the Johnians, "the men who stood in the way," had retired during the Long together into Wales, with their famous tutor Gwatkin, Atkinson stayed up solitary in his garret, and spent not only the Vacation, but the whole six months previous to the examination, in alternate fits of hard reading, despondency, and flute-playing (which he practised several hours each day). Three or four times every week the Johnians were examined in succession by every tutor and lecturer in the college; they daily received private instruction, and were initiated into all the mysteries of the Senate House. It was boldly asserted that there had not been such a strong year in St. John's for the last twenty; the first five Wranglers were theirs beyond doubt or question.

In Trinity the very reverse of all this is pursued; the men of Trinity are left to fight for themselves, to trust in their natural strength rather than in those aids and skill which training and discipline bestow. Under these circumstances, the hope which I had long and fondly cherished gave way. To add to my difficulties, my finances were getting more and more embarrassed, and I found myself in my very last term under the necessity of taking pupils. On these pupils and my flute I expended daily five or six hours up to the very week of the examination. I fell into despair and became reckless and indifferent as to the event of the approaching struggle.

The final trial was at hand; the indifference which he had felt for some months was suddenly changed into the most intense anxiety. The ambition which he thought dead was only slumbering—he made a desperate effort, and carried off "the single diadem of the Senior Wrangler," and, he might have added, but does not, the second Smith's Prize. Thus far we have met with nothing that would justify the epithet applied to our Senior Wrangler at the head of this paper. The obstacles besetting the path, and surmounted by the indomitable resolution, of humble impecunious genius are the commonplace of biography. Now, however, the tale takes a gloomier tinge, relieved by no successes. Forced, no doubt, by the burden of his debts to depart from his *alma mater* at the very moment when she might be expected to prove herself so in reality, Atkinson at once came to town, expended nearly his last farthing in paying the admission fees to Lincoln's Inn; and, with one hundred pounds

advanced him by a friend, was enabled to attend the chambers of a very distinguished special pleader for one year. This gentleman was in possession of a multitude of ponderous folios of precedents, many of which had formerly belonged to Tidd, whose pupil he had been; and the residue he had himself accumulated during a practice of upwards of twenty years. Never were one hundred pounds sterling more completely thrown away. To copy the aforesaid precedents was the way in which the pupils were employed; the most elementary of them was a volume of "Precedents of Declarations on Bills of Exchange and Promissory Notes." The copying of this work was varied once or twice in a term by the pupil having to draw a "declaration on a bill of exchange by the endorsee against the acceptor, a plea of the general issue or a joinder in demurrer, or suchlike matters that any attorney's clerk in London would do." But Atkinson admits that he did gain some advantage from his £100. He learnt how to fold and endorse a draft of pleading—which was "something."

In the meantime he had married a lady his attachment to whom had been one of the earliest dreams of his life. Her connexions are described as "not opulent, though sufficiently independent," and he cherished a "latent but delusive hope" that, if fortune should run him hard, they would not allow him to sink before the storm. The young couple's joint property amounted to less than £80. Scarcely eight months married, the young wife was attacked by consumption, and within a few weeks was on the very brink of the grave. Her friends undertook the charge of her, and took her away into the country; "but not before they had involved the husband in an engagement which in its consequences finally led him to leave his native land." The narrator hurries away with somewhat suspicious haste from this topic, and we hear no more of the young wife. During the two years that he stayed at this time in town Atkinson tried hard to attach himself to "that great leviathan," the public press, and eke out the means of support from the reviews, magazines, and newspapers; nor did he disdain hack-work for the law booksellers. But ill-luck pursued him.

What else could be expected? I had suddenly emerged from a country village to a mathematical University, where I had devoted myself exclusively to abstract science. From the University I had passed directly to the study of the law, a science scarcely less abstract and destructive of the powers of invention, imagination, and taste. I lived in obscurity—I mingled not with society—I saw nothing but my law-books—I thought of nothing but the decisions and the arguments of lawyers.

The pressure of creditors and the fears of a debtors' prison now forced him to leave London after converting the remnants of his property into cash—which, however, only amounted to a few sovereigns. He determined to leave his native country under an assumed name, and, with a view of making a last appeal to his friends, journeyed through Yorkshire and Cumberland on the road for Glasgow. Before reaching Scotland he had discovered that he had not a friend left in the world. On arriving at Glasgow he found that the first vessel for New York would be sailing from Greenock on August 1 (1823). He took a steerage passage, for which he paid six guineas, and discovered, but unluckily too late, that for three guineas more he might have been provisioned with the ship's crew. He had laid in provisions for thirty days, including "a gallon and a half of the best Highland whisky," but the captain soon informed him that the voyage would very probably take sixty days or even longer. "As if fate had determined to wreak her utmost malice on him," they had scarcely lost sight of the Irish coast, when one evening the ship gave a heavy lurch, threw the bottle, "wherewith he had intended to console himself across the Atlantic," on its side, and the cork not being water-tight, the whole of its contents leaked out. After a tedious, though not unpleasant, voyage, on the seventh Sunday out, Long Island greeted his eyes. I pass over details of quarantine, and his avoidance of it by jumping into the steamboat that plied between New York and Staten Island, and will only quote, for the benefit of the "New English Dictionary," the steamboat captain's remark: "Plenty of room among our forests and swamps, plenty of employment for stout and healthy young men. Have you ever been in New York? Then [scarcely giving time for the expected negative]—then you have a *ripper* of a city to see!"

Atkinson's stay in America was a short one, confined to New

York, with an occasional excursion to Philadelphia, Albany, or the towns situated on the banks of the Hudson. He, however, came into some sort of contact with the professors of Columbia College, New York, and I extract part of the "slight sketch of his friend Adrain," Professor of Mathematics at that institution, which may supplement the necessarily meagre notice of Adrain contributed by Miss Clerke to the "Dictionary of National Biography":

Adrain had been an active partisan in the Irish Rebellion of 1798, had a command in the disastrous battle of Vinegar Hill, and was obliged to flee to America to escape the reward of his treason (as some would call it). He had possessed some property, which he lost. He arrived at New York when the plague was raging with great virulence, slung his small luggage over his shoulder, and went on to Philadelphia, where he laboured a considerable period as hodman to a bricklayer. Attracting the attention of his employer by telling him on one occasion offhand how many bricks were wanting to complete a gable-end at which they were working, he was thought to be above his employment, and a school was provided for him, and he finally succeeded in making himself so well known as to be invited to accept the Professorship of Mathematics at Columbia College, with a salary of 2,500 dollars a year. Superior, certainly, in his own branch to any man I ever knew (and I have known some pretty fair hands, the late and present Professors of Mathematics, for instance, in Cambridge), he possesses a vast store of general knowledge. He had a hearty detestation of this nation, which even his general politeness and his habitual self-control could not always disguise. I have heard him describe, with truly Irish eloquence, how on one occasion during the late war he shouldered his musket and belted on his sword when an English frigate had the unparalleled audacity to pass through Hell Gate and sail through the East River almost to the very docks and quays of New York. You could see from his agitated features that there was something beyond the mere hostility of war that lurked within his bosom.

Little did Atkinson dream while listening to Adrain's account of trials undergone and obstacles successfully surmounted that at that very moment arrangements were making for sending an envoy to England to secure English professors for an American University, and that the very first name submitted to the envoy at Cambridge would be his own discarded one! He returned quickly to England as poor (except for an appreciable addition to his stock of patriotism) as when he had left it. "I had a single half-crown when we weighed anchor at Greenock; I had three or four American coins when I sprang from the pilot boat at Dover."

He had expected to find a friend at Dover, but, with his customary luck, he found that this gentleman had recently removed to the neighbourhood of Canterbury. Thither Atkinson trudged, and reached his goal just as "mine host of the Hop-pole was closing his doors for the night." As the result of a "short but cordial" interview with his friend, he borrowed a sovereign to enable him to get to London. It was not, however, to London, nor, unfortunately for him, to Cambridge, that he made his way, but to his native Cumberland. He thinks it needless to tell how he was kicked and elbowed in his wanderings, how at one time the hand of benevolence was opened to relieve him and help him on his way; how at others he was ordered off with the gruff and savage ferocity of a bull-dog; how on some occasions he was mistaken for a police-officer, on others for a highwayman, on others for a Scotch cotton-weaver; how cunningly the hostess of some mean pot-house would query him when he turned in for the night; how he was exposed to the drenching rain by day and the keen and biting winds of March by night; how at last he arrived on the edge of Stanmore in Yorkshire, worn out, exhausted in mind and body, his clothes in tatters, his shoes falling to pieces, his feet torn and bleeding; and how he was generously conveyed four or five stages and brought within a few miles of his destination.

But he does enlarge, and that to the extent of three pages, on one of these incidents, when he came, in the vagrant character just described, into collision with the Rector of Catterick, who threatened to send him to Northallerton treadmill for a month. I am bound to confess that both appearances and demeanour were against "the begging vagabond who had the insolence to speak with his hat on, and without rising from his chair," to a couple of benefited, pompous, and perhaps peppery parsons.

However, he was allowed to depart without making acquaintance with the treadmill, or even the lock-up, and, marching through rain, sleet, and snow, he reached at last the home of his birth, which had by this time become "the abode of comparative wealth," through the death of the grandfather who, as

we have seen, had, some six short years before, furnished him with the wherewithal to go to Cambridge. But here again it was insult and mockery rather than the fatted calf that awaited the wanderer. Fortunately a young Cantab in the neighbourhood required the help of a tutor, and with him Atkinson retired to the "romantic village" of Canobie, in Eskdale. But this was a pursuit "irksome to his nature and alien from all his habits." In less than two months he had grown thoroughly sick of it. What for a few weeks had seemed a paradise became wearisome and tedious, and he left this "scene of rural bliss" to try his fortune once more in the metropolis.

And now we are nearing the end of this curious autobiography; but the climax of misfortune must be told in our Senior Wrangler's own words:—

I left Canobie about the beginning of July. A few days after my departure a note came addressed to me; but nobody had my address. It travelled about, however, for upwards of three months, and at last reached me in an obscure lodging in an obscure part of London. The writer began by apologizing for a stranger's addressing me by stating that he had a proposal to make which would be beneficial to me. He stated that he had been sent out to this country to procure professors for certain branches in the new University of Charlottesville, in America, and that, in consequence of the representations which had been made of me in Cambridge, he offered me the Mathematical Professorship, with a salary of £1,000 a year. The letter was signed "Gilmer." "Surely," I exclaimed, in the first moment of surprise, "surely I am the most unfortunate being in existence!" But a moment's reflection convinced me of the folly and ingratitude of murmuring, and I put by the letter, satisfied that Providence had destined me for some other purpose. An answer was requested in a few days. No answer was, of course, received; and the professorship was offered to a contemporary of mine. This proposal was a God-send to him, as it would have been to me, and was accepted; and before I got the letter he, with his young bride, whom he had married on the ground of his promotion, had embarked, and was quietly passing down the Channel on his way to the New Continent.

That fortunate contemporary was Thomas Hewitt Key. He and his friend George Long were the only Englishmen of the four European teachers secured by Gilmer. Prof. Trent, by the way, tells a good story of the Modern Languages Professor engaged. Gilmer, in one of his letters, says that this gentleman and his young wife were a most devoted couple; but Mr. Trent adds the unkind tradition that he used to beat his wife, while in the case of his successor the tables were turned, and the lady it was who trounced her professor!

As to our Senior Wrangler's luck in London, the final glimpse the narrative gives us shows that the tide of misfortune was still running strong:

I entered London without confident expectations; I was gradually driven from post to post; every article of property, every slight but valued memorial of friendship disappeared one after another. I was driven to solicit acquaintance with pawnbrokers, and Jews, and usurers; I was compelled finally to occupy a miserable garret, in an obscure and discreditable part of the town; I was compelled to associate with the lowest and the vilest of mankind; nay, I was compelled to humble myself to them, and by my submissiveness and respect compensate for my rags and poverty. It was a hard task to bear up against all this; it required the last exertion of buoyant spirits and enduring patience. But a stream of light would still break on me at intervals; and when the last promises of hope had seemed to be gone, and I appeared to be abandoned, something would still interpose and save me from the hand that was raised against its own life, or the hunger that would destroy me by the most wretched and lingering of deaths. . . . That I resisted the temptations to which such complicated wretchedness exposed me I ascribe not to my own firmness, but to the guidance of that great Power in whose hands "are the issues of life and death," which, as it saw fit to hedge me in, has also been pleased in some degree to release me from my bondage. . . . What may be my future destiny I know not, . . . but . . . should my life be spared other twelve years, and should my labours leave me at the end of that period as far advanced even above my present condition as my present is above that from which I started originally, I should assuredly have very little reason to regret my fortunes in life.

The aspiration thus humbly and modestly expressed was to a considerable extent fulfilled, as the following hasty and incomplete details will show. The published Admissions Register of Lincoln's Inn gives under 1821: "Nov. 12. Solomon Atkinson Esq. of Trin. Coll. Cambr. A.B. (aged 24) I. s. John A., Esq. of Anistable [sic], Cumberland." The British Museum Catalogue shows that between 1830 and 1850 Atkinson published four or five law-books, and in the work dated 1850 he described himself as "Deputy Judge of the County Courts of the Home Circuit."

In addition there are two tracts in the form of letters to the President of the Board of Trade (Huskisson) in 1827, on the "Effects of the New System of Free Trade upon our Shipping, Colonies, and Commerce," from the first of which I extract the following :—

I do not know whether you be aware of the fact, but I can tell you, that in all the northern and middle States of the American Union shows are periodically held for exhibiting the best specimens of national manufactures, and these specimens of national ingenuity and skill are rewarded, not always by a prize, but by selling these productions to some patriotic citizen at a price which abundantly gratifies both the pride and the cupidity of the manufacturer. I have been present on these occasions, and have been utterly astonished at the skill and variety which have been displayed. Finer or more substantial fabrics of woollen or cotton goods I have never seen even in England; and nothing can be more ingenious than their various specimens of cutlery and glass work. Then, again, there were models, and plans, and specimens of all kinds of farming implements and household utensils, many of them admirable for facilitating the operations for which they were designed. Then, again, we all know that many of the most curious inventions connected with our staple manufactures have originated in the United States.

"LIVING GREEN."

IT may be only cheap paradox to insist that the most enchanting things are the commonest; but, on the other hand, we cannot too often note the obvious truth that common things are amazingly beautiful, and that only the common-minded, the common-hearted, or the common-souled can miss their loveliness. Physical defect does not always maim the essential man. The blind and the deaf have often the poet's vision and the artist's rapture. But a vulgar sentimentalism, a mean or narrow self-regard, a hardness, supercilious or cruel, may be enough to make a prison of the world—a prison in which the colours are all dulled or the lights distorted. Yet no jailor, not even the warder that we make for ourselves of our own limitations, can at all moments wholly shut out the omnipresent grace and glory. The glow and splendour of the sunlight, so common, so vital—discriminating, rebuking, illuminating—the tender and magnificent harmonies of sunset, the mystic reawakening of the dawn, the azure depths of the measureless encircling universe with all its countless constellations, and, looming large and silvery in the foreground of the sky, the little moon—our moon—so insignificant amid the mighty host, yet to all earth-born eyes so wondrous fair and calm, a symbol of conquered sorrow and ineffable longing—thousands of men and women there are who cannot speak of these things, but none perhaps who have not felt them. More homely in its exquisite and radiant comfort, more forgotten in its perennial accustomedness, is the cool, sweet restful greenness of the trees and the meadows, the hedges and the little blades of grass by the wayside.

Recollections of choral melody, among simple-hearted congregations, bring back a hymn which brimmed with elemental human feeling, and which has given us for ever a perfect phrasing for that peaceful tranquillity of renewed youth and vigour, that tender, yet boundless, fellowship, to which in this distracted world the eyes of the hurried and the fevered turn sometimes, in their heavenward dreaming, for solace and for hope. Like Bunyan in his vision of the fields beyond the river, the old hymn-writer has used that familiar and undying imagery of our sacred books, and he has left us those two childlike, yet immortal, lines :—

Sweet fields beyond the swelling flood
Stand drest in living green.

Many dauntless spirits there are, pure and upright and noble, who, in their utter veracity, bounded by that defect of nature or education which can best be expressed as a lack of the religious sense, determinedly forego the vision as but a self-deluding mirage. What matter? Except, perhaps, that their lot is the more heroic, God having, maybe, laid His hand across their eyes for a little while, that, through that very blindness, they may do some special work for Him, and enter with the fellowship of sons into His own sacrificial life. But for them, as for all of us, there are the fields of this life to sow or reap or garner, the daily little pleasures of intercourse that are the lot of the common herd in the midst of the heart-break and the sorrow, the chance of adding to that never-ending joy of sympathy which depends on the untiring love and labour of this old

homely earth, even as the shimmering verdure of one blade of grass may add to the greenness of a meadow.

Mere human fellowship—not even friendship or love—the sense of friendly kinship and good will, how eternally reviving and peaceable it is! "They sat down by companies on the green grass," says the old Book—"the green grass," not a single blade, but millions, a whole field of light and rest and growth.

The dusky greenness of the inmost woodland, with its fragrant pines and dewy odours—that indeed has its own solemn charm. But a whole meadow, open to the sun and wind, green with that delicious greenness which is translucent and tranquillizing—that surely is what the old man saw when "a babbled o' green fields." Where is there fitter symbol of the multitudinous unobtrusive common life, that which, all unconsciously, gives the renewed courage and well being which steal into our sordid hearts or frayed minds when, as we tramp the daily round, the well met courtesy of strangers, the careful kindness of those on whom we have no recognized claim, the winning smile of a child, the glow of disciplined enthusiasm or noble thought upon some unknown face, awaken the sense of human kindred and undying brotherhood?

Roses and lilies are of the children of Eden and must not be demanded every day; but what would the world be without its green leaves and blades of grass? It is often hard to be gay, courageous, smiling, tender, in the midst of the coldness and noise of a bitter and a naughty world—to keep, like the common grasses, that delicate smoothness of surface that holds or reflects the light; yet there are those who achieve it manfully and womanfully, which, after all, is better for the rest of us than if it were merely angelically, God bless them! And, in the midst of all the special suffering which so often and so necessarily falls to the lot of the most beautiful and enduring natures, it is only the more significant that there is no sweetness like the sweetness of strength, no fortitude diviner than that of a self-vanquishing care for others.

The old Jewish teaching about the godliness of cheerfulness was profoundly true, and no Christianity is Christian that does not include and intensify it. Joy and beauty were of the Master's gifts to men (though, rejoicing often in the midst of grief and privation and ugliness, His disciples also may be men of sorrows), and He who renounced the desire of the eyes and the kingdoms of the world, and laid down His earthly life in supreme agony, yet taught that a glory passing that of Solomon was to be the gift of God to man, for, "if God so clothe the grass of the field, which to-day is, and to-morrow is cast into the oven, shall He not much more clothe you, O ye of little faith?"

ANNIE MATHESON.

THE SUBTLE EXAMINEE.

SCENE I.—*Before the Examination, in the Lavatory, Burlington House.*

"MOST fellows," said the Science Candidate, "seem to think they can get through an exam. by swotting up the compulsory subjects. I thought so, too, for a while. To tell you the truth, I tried it."

The nearest man was drying his face on a revolving towel.

"No go?" he grunted, blowing loudly.

"Not a bit. But I've got the tip now. Took me some time to find it, though."

"The true Christian shares his loaf with a brother in distress," said the Sarcastic Youth. "Cut us our slices."

"When I come across a new idea I rummage it, and apply it to my own circumstances."

"Things must be looking up with you."

"Don't be impertinent. This time I'll do more—I'll apply it to yours."

"Benefactor—human race," spluttered the Man of the Towel.

The Science Candidate pitched his voice high, the approved note of triumph: "Have any of you noticed there's a periodicity in exam. questions?"

The splashing and rubbing ceased for a moment. Wet soapy faces stared at the speaker.

"Yes," said the Science Candidate, enjoying the effect; "it isn't the elements only that have periodic functions. Exam. questions have. I've studied 'em for years, and never found it out till a few weeks ago. That's the way with all great dis-

coveries. They lie under your nose day after day and you don't see them."

"The nasal organ not having the capacity of vision," the Sarcastic Youth managed to get in, before the lavatory shook with liquid and saponaceous laughter, of ironic ring.

"Shout away. It's the last smile outweighs the rest."

Even the Sarcastic Youth dared not interfere with this blend of metaphor.

"I found it this way. Grinding up a subject is no use——"

"True," said the Middle-aged Man, beginning to listen.

"Crammers can't do anything, either. I've tried 'em."

"So have others," said the Middle-aged Man, drawing nearer.

"Very well, then; *they're* no good. There must be a way, though. Question is, What?"

"Crib," suggested the Youth with the Cigar.

"Curious thing," said the Melancholy Man; "knew a chap who was turned out for cribbing. *He* smoked cigars, too."

"There's one thing plumb certain about exams," said the Man of the Towel—your neighbours know less than you do. I got pilled once for taking a man's written statement on trust."

"Dead Sea fruit!" resumed the Science Candidate rhetorically, feeling the others were talking too much. "Rot! No; it struck me in a flash. I'd spring a mine on the questions, and examine *them*."

"The enemy is among us," shivered the Flippant Youngster.

"I did. And the grand discovery came. Take chemistry, for example. In '74, '81, '88, and '95 there was the same kind of question on copper salts. Now, how do you account for that?"

"Septennial revolution of dons' ideas around fixed axis of students' ignorance." The Sarcastic Youth was enjoying himself, in a chastened sort of way.

"Must be some explanation, I told myself. So I tried silver."

"Answer the test?" queried the Flippant Youngster.

"Gold would have been better," said the Middle-aged Man, with the wan suspicion of a smile.

"Identical result. Same for everything else. Then I saw it. Periodic Law! I fairly danced for joy."

"Rummy thing," said the Melancholy Man; "people always dance for joy. I only knew one man who didn't. He howled with delight."

"Once I had the idea the rest was soon done——"

The Sarcastic Youth descended to parody: "'Once I had the key,' said the burglar, 'the safe was soon open.'"

"I tabulated all the questions according to the year and element or theory. It didn't take long, I tell you. From that I deduced the questions for 1902. Here they are."

They crowded round him as he unrolled a sheet of foolscap, and read his compilation in silence.

"I hope your theory is incorrect," said the Middle-aged Man, with effort.

"Do you doubt the Periodic Law? No? Then why doubt this obvious deduction?"

But the men were filing out. Their interest had lapsed.

SCENE II.—*After the Examination, in the Corridor.*

"Laws are the devil," said the Sarcastic Youth; "cram exceptions."

"Come, come," reproved the Flippant Youngster. "Three questions out of twelve—or parts of them. What more do you want?"

"I am sorry that your theory was not right," said the Middle-aged Man, hopelessly.

"It *is* right," cried the Science Candidate. "I must have worked it out badly—mixed the years, or something. I never was good at figures. But the theory's right enough. I'll prove it yet."

"Remarkable thing," said the Melancholy Man. "Met an inventor once. His discovery was all moonshine, people said; but he was still working at it. He had leisure for it, too."

"Lucky beggar," said the Youth with the Cigar, enviously.

"Yes," replied the Melancholy Man, with a sigh; "he was in an asylum."

The Science Candidate emerged, beaming, from profound reflection. "Here we are," he cried, "all puzzled. And the solution lies plain before us."

"Beneath our noses, in fact," said the Flippant Youngster.

"He *will* include us," murmured the Sarcastic Youth. "Not puzzled, brother victim—saddened."

"Let me ask you a question," began the Science Candidate.

The Middle-aged Man edged away.

"Do the elements, in all cases, perform the functions prescribed them by the Periodic Law?"

"Chemically, no," said the Flippant Youngster; "medicinally, we have no data."

"Very good. So it is with exam. questions. We have lit upon a year which diverges saliently from the path a consideration of the Law would lead one to map out. The hitch merely reveals an interesting case to be thought out, not given up. That is all."

He went off, radiant.

"Funny thing," began the Melancholy Man, and stopped. He was alone. G. E. S. C.

AN EDUCATIONAL ADVERTISEMENT.

THE REAL EXPERIENCES OF AN APPLICANT.

IN the last week of January there appeared in a London paper an educational advertisement of a somewhat stereotyped character. It called for the services of a governess to teach two young children, aged about seven and eight, for two or three hours in the mornings of alternate days, and added that applicants were requested to call upon Mrs. — at No. — Square, Mayfair, between the hours of ten and twelve on a given day. As I had a few hours disengaged and I was anxious to fill them, I determined to apply for the post, giving (in my inexperience) no thought to the many others to whom the advertisement would equally appeal. I dressed myself carefully, and started off early on my omnibus ride to the nearest point to the appointed rendezvous, which, though not exactly known to me, was sufficiently familiar.

When I arrived at the corner of — Square I became conscious of a curious phenomenon. Long lines of black things (all women) were hurrying round the square, and it soon became plain to me that they were all on the same errand—and trying *not to race*. In a moment it flashed across my mind—they also were applicants for the piece of work I was going after. No need to ask where No. — was. In spite of our endeavours to preserve decency, we *did* race, and at the door itself the *queue* became like that at the pit door of a theatre. We entered in a stream; butler and footman were at their wits' end to know what to do with us. Soon the spacious dining-room overflowed into the morning-room, the library, the hall. We sat two (and, in places, three) deep, waiting our turn for interview.

At first conversation of a mild description was carried on in subdued tones; afterwards it ceased, as we realized the smallness of an individual chance and became anxious to preserve our proper position in the order of going in to see our prospective employer. This anxiety increased as the earlier arrivals vacated their places and proceeded upstairs to the hall of audience; for the bewildered menials before mentioned placed later comers in these more favoured places of vantage near the door, being quite unable to manage the rising tide of visitors. Polite conversation gave way to expostulation, to altercation, and culminated in something approaching a *fracas* in the hall between two ladies, each asserting a right to priority of interview. I now realized that my chance was infinitesimal, and that my hope of filling my vacant hours was vain; but I determined to see the matter through, as an experience—to be avoided in the future, if possible. When my turn came I mounted the staircase to the drawing-room, where I found a lady with troubled looks, worried by—and obviously inexperienced in—her task of deciding among so many claims. Inexperienced, I have said; I think, however, she had gained some in her morning's work, for she asked me: "Do you teach drawing?" and, on my replying "No," "—Ah!" said she, "so many of those ladies who have come before you can do so that I think I need not trouble you further. Good morning." So came to an end my chances, and I was left to take the omnibus home again—a sadder and a wiser woman.

A little later in the morning, I expect, the lady's experience led her to add "gymnastics" to her "drawing" inquiry, and by this double-barrelled shot to clear off applicants even more rapidly than when she saw me. I have said I did not get the post: I wonder who did, and if the lady had much appetite left

for luncheon or for her day's pleasure. The morning made a great impression upon me, and I gained a glimpse of a very sad, but real, struggle which before I had not thoroughly realized.

S. W.

TEACHERS' GUILD NOTES.

A TEACHER'S holidays are especially sacred. They are the means of keeping him or her young, and of thus maintaining the full strength of the link of sympathy, which is all-important, between teacher and taught. We hope that our members are now receiving impulses from woods which have been vernal, and "the lore which Nature brings"; that they have gone "forth into the light of things" to let Nature be their teacher. Nevertheless, there are two subjects which will force themselves to the front of many of their minds—the Registration of Teachers and the Education Bill. Registration is of pressing interest and importance, and a large number of existing teachers must be hoping that the Registration Council, when they are brought into living contact with the actualities of the case, will devise some means of admitting to the Register all teachers who have done, and are doing, good work in education. We do not envy the Council their task in the sorting of the many forms of application when they are returned, especially if they find that a large number of teachers cannot satisfy the requirements involved in a satisfactory filling-in of the forms. There is one great source of consolation possible, viz., that the conditions of registration laid down in the Order in Council will exclude so many that the outsiders will each have plenty of good company. How the financial needs of the Registration Council will be met if the Register is limited, during the years of grace, to teachers with rather high academical qualifications is a mystery; but Sir John Gorst thinks that all will be well in this respect, which looks as if not too many guineas will be returned.

THE long and warm controversy over Section 7 of the Education Bill came to an end before the adjournment of Parliament, and there is therefore a reasonable prospect of the Bill becoming law before next winter. The religious struggle, so-called, was the price which had to be paid for the wise decision to deal with elementary and secondary education in one and the same measure. The Guild, as a Guild, has nothing to do with the religious controversy. Its interest in the Management Clause is exhausted so soon as adequate guarantees for the control of secular education in national schools by the community are obtained. Religion, is not to be fitted into the compartments of any time-table, whatever may be done with Scripture teaching. We feel that the sweet reasonableness of the Prime Minister will not allow the Bill to leave the Commons without the removal of as much as possible of what tastes acid in the mouths of the Free Churches. Its strictly educational provisions, as we have already pointed out, meet the chief wishes of the educational associations better than we could have dared to hope, if we had not remembered that, as a leopard cannot change his spots, so a Liberal cannot destroy his Liberalism altogether by calling himself a Unionist. Some day we may learn how much good the Unionists have done within the Government fold—perhaps more, under the Imperial conditions of the last ten years, than if they had held aloof.

ONE more step forward in educational progress is announced. Education at last has its own Minister, all to itself, in the Cabinet, in the person of the Marquis of Londonderry, President of the Board of Education, which will be represented in the Commons by Sir W. Anson, *vice* Sir John Gorst. It is not profitable to prophesy, but it is of good augury that new men should have the responsibility of administering new systems.

REVIEWS AND MINOR NOTICES.

English Men of Letters.—*Matthew Arnold*. By HERBERT W. PAUL. (Price 2s. net. Macmillan.)

"Letters to Dead Authors" was a hit. What a delightful companion volume "Letters from Dead Authors" would make—

to call up, for instance, the shade of Matthew Arnold, and bid him discourse on his biographers, monographists, and critics! We throw out the idea in the hope that some one of the rising generation of humourists—on none, so far, has Traill's mantle fallen—may adopt it, and will confine ourselves to the humbler task of discussing how far Mr. Paul has grasped the informing spirit and portrayed the lineaments of his sitter.

The introductory chapter dismisses, in two mordant epigrams, Arnold's excursion into politics and philosophy, but leaves it doubtful whether his claim to rank among men of letters rests chiefly on his prose writings or his poetry. For ourselves we have little hesitation in prophesying that "Myrcerinus" will outlive "Essays in Criticism," and still less that "Obermann" and "Memorial Lines" will be quoted when none but Civil Service examiners, and possibly examinees, will know who wrote "Literature and Dogma" or "St. Paul and Protestantism."

Our main complaint against Mr. Paul is that he gives us no estimate, whether partial or impartial, of Matthew Arnold as a poet. "Next to Milton he was the most learned of English poets" is the nearest approach we have to a generalization. Not only is this a gross exaggeration—Ben Jonson, Gray, Tennyson were all more learned than Arnold—but no one would maintain that learning is the characteristic note of Arnold's poetry. All Mr. Paul attempts is to take each poem separately, describe its subject-matter and quality, point out the good and bad lines, and mark it as *optime*, *bene*, *mediocriter*, or sometimes as *pessime*, in true pedagogic fashion; and, what is worse, these fragmentary criticisms are rarely illuminative and often pedantic in the extreme. We will give an instance.

The greatest poem in the volume, some think the greatest he ever wrote, is "Thyrsis," a monody, or elegy, on his friend Arthur Clough. [Here follows a disquisition on Clough and English hexameters.] Clough is not likely ever to become a name like the Reverend Mr. King. That "Thyrsis" is inferior to "Lycidas" hardly requires stating. All English dirges, except the dirge in "Cymbeline," are. But, in truth, the comparison is fruitless; for there is no resemblance. Mr. Arnold's model was not Milton, but Theocritus, and "Thyrsis" is thoroughly Theocritean in sentiment. [Follows a quotation of the first stanza.] "Thyrsis" is avowedly a sequel to "The Scholar Gipsy," with which it should always be read. I do not feel able to decide between their relative merits.

This seems to us book-making, and not very good of its kind. Why suggest a comparison if there is nothing to compare? And, if models are discussed, surely Bion and Moschus are as much concerned as Theocritus with the paternity. That the two poems reduce Mr. Paul to the state of Buridan's ass is a matter only of subjective interest.

"The Reverend Mr. King" is characteristic of another prevailing defect in the volume, the inaccuracy that is bred of daily journalism. Edward King was not in Holy Orders; but Mr. Paul had not the patience to look out his Christian name when a periphrasis (so it seemed) would serve. Matthew Arnold himself is once and again misquoted—sometimes with ludicrous effects. Thus, two stanzas of the "Song of Callicles" are given, and both pronounced "lovely," though "the question why the second is inferior to the first lies at the root of poetry and involves the true value of poetic style." A truly Delphic utterance, and we cannot but mistrust the prophet new inspired when he misquotes and utterly mars one line of the oracle:

The night in *its* silence.

All Oxford men, we read on page 2, know, or used to know, the exquisite sentence about the beautiful city with her dreaming towers breathing the last enchantment of the middle ages. There is virtue in the "used to know." Such a *contaminatio* of the line from "Thyrsis,"

And that sweet city with her dreaming spires,

and the no less familiar passage from the "Essays" beginning "Home of lost causes," is enough to make Arnold turn in his grave.

The opening lines (we read again) of "Memorial Verses" are familiar. They certainly are not familiar to Mr. Paul, who parodies the last couplet thus:

The last poetic verse is dumb.

What shall be said o'er Wordsworth's tomb?

A critic who can thus "murder to dissect" puts himself out of court, and when he proceeds to complain of Arnold's faulty ear and to commend the eulogy of Goethe as fine and classic

"being indeed, little more than a paraphrase of the great Virgilian hexameters" (similarly misquoted), we resent such criticisms, even if partly true, as impertinences.

Far the best part of the book is the chapter on Arnold's Politics. Here Mr. Paul writes with knowledge, and the Irish question is treated temperately and with insight. Our readers will wonder that we have said nothing of the chapter on Education; but the simple fact is there is nothing to be said, save that in six pages he has fairly summarized Sir Joshua Fitch's excellent monograph, though, here, too, the variations from his original are for the worse. In the prefatory note Mr. Paul is liberal in his acknowledgment to his precursors in the field—Dr. Richard Garnett, Sir Joshua Fitch, and Prof. Saintsbury, whose "lively and learned study" did not commend itself to us. The one serious criticism of Matthew Arnold as a poet and a *prosauteur* with which we are acquainted—Mr. Watts-Dunton's in the "New Encyclopædia Britannica"—is apparently unknown to Mr. Paul. Had he known it, he would have written differently or not written at all.

The New Volumes of the Encyclopædia Britannica. Vols. I., II., III. (A. & C. Black and the *Times*.)

We have purposely refrained from noticing what is undoubtedly the most important literary undertaking of the year till our own subject was reached. By this delay we are spared the necessity of attempting a general estimate of the work. The scheme has been expounded in all the daily papers, and excellent notices of the three volumes (well worth turning up) will be found in the Literary Supplements of the *Times*. To one feature only we would call our readers' attention. These supplementary volumes constitute a library of reference by themselves, and are well worth having by those who are not the happy possessors of the existing volumes of the ninth edition. More particularly in applied science and natural history the advance of the last half century has been so rapid that articles written in the seventies are already out of date, and this portion of the work is virtually a new edition. The same, in a less degree, applies to political geography. Thus the new article on Africa by Mr. Scott Keltie occupies thirty-seven pages, and would form a respectable volume.

The only general defect we have observed is the illustrations. They may be plentiful (we are told that 2,500 separate drawings have been made), but they are not good. Sir L. Alma Tadema's "Roses of Heliogabalus"—not a picture that we greatly admire—is a blur, and the portrait of Matthew Arnold is a caricature. It may be an *eidolon fori*, but we count it likewise a defect, that in the list of contributors only one English educationist appears. It is true that Sir Joshua Fitch is a host in himself, but we should like to have seen as departmental editor Mr. Michael Sadler, with Mrs. Bryant, Mr. O. Browning, Mr. James Bryce, Mr. P. A. Barnett, Prof. Earl Barnes (to take only the first two letters of the alphabet) announced as contributors.

It is quite possible that we may have overlooked it, but we have searched in vain for a single supplementary article on Education till we come to the word itself. Under "Apperception" there should be at least a cross reference to Herbart (Lange's famous monograph is not named in the bibliography). We looked out "Bowen," hoping to find a passing tribute to the unique writer of school songs: we find a whole page—none too much—on his more famous brother, the judge. We turned to "Child," expecting an article on child-study, the most fruitful branch of pedagogic psychology: we are given a stone, "Cruelty to Children."

There is no blenching the plain fact that education is not yet taken seriously by the average Englishman, and the editors are catering for a public which cares more for one living statesman than for a dozen educational reformers, and would sooner read about the last illness of the King than about a new theory of teaching which may influence all future generations.

Having had our grumble, we can pass with pleasure to Sir Joshua Fitch's article and the supplementary one on "Education in the United States," by Dr. Murray Butler. The names are sufficient guarantee for ripe knowledge, judiciousness, and clear exposition. The second of these qualities is most conspicuous in Sir Joshua's article. We had hoped, indeed, to find a judicial summing up of the present crisis and some prognostic of the issue; but, unlike the author of "Edward VII.," Sir Joshua breaks off before the present Education Bill, or even its

ill-starred precursors, appears upon the scene, and the narrative ends with a veiled allusion to the Cockerton case. The only prophecy Sir Joshua permits himself is this: "In the near future the contributions of parents and of voluntary subscribers may reasonably be expected to bear a yet smaller proportion to the total expenditure [the present proportion is roughly one million to twelve], and public control will in corresponding measure supersede private management." *Prosit omen!*

That the establishment of a Registration Council and a Register of Teachers is not mentioned must be a mere oversight which none will regret more than the author. "The Training of Teachers" has a whole page allotted to it, and we heartily endorse the three *desiderata*: (1) that the function of teacher be recognized as one of the learned professions; (2) that in every University a chair of pedagogy be established; (3) and likewise a school of pedagogy with a final examination for a degree or diploma. Where we differ, however, is that Sir Joshua looks solely to the Universities for a solution of the problem of training, while our hope is more in County Councils and provincial colleges.

There is a new and interesting paragraph on voluntary associations of teachers, and our readers will be keen to know what Sir Joshua has to say of the Teachers' Guild:

The Teachers' Guild, founded in the year 1885, has a broader and more comprehensive design. It has held from time to time many influential public meetings and discussions on questions of educational principles and policy, and it already numbers 4,300 members. It has sought from the first to associate in one strong society teachers of all classes; it has concerned itself rather with those problems and discussions which are common to all enlightened teachers alike than with the narrower professional or pecuniary interests of particular classes of teachers or of schools. The combined effect of all their efforts will probably be to raise the profession in public repute and influence. It would be a misfortune, however, if it tended to create a close profession, or to exclude from the ranks of teachers persons distinguished by originality, enthusiasm, and natural aptitude, though unqualified by formal membership.

This is a generous and at the same time a just appreciation, though the parting note of warning seems to us a *coup d'épée dans l'eau*. Sir Joshua wishes teaching to "take honourable rank with law and medicine," and *ex vi termini* to be a close profession like these; and we are sure that Mr. Garrod in his wildest dreams has never imagined a time when membership of the Guild should be insisted on as an entrance qualification.

The Schoolmaster. By ARTHUR CHRISTOPHER BENSON, of Eton College. (Price 5s. net. Murray.)

Mr. Arthur Benson is "an unconquered Canaanite," which is not synonymous with "a Philistine." He does not believe in training. The most he will concede is that a week or two at a training college, after a teacher has had a year or two of school-mastering, would (as the cautious candidate for Ordination said of good works) possibly do a man no harm. Let not our readers be alarmed. If Mr. Benson boasts that he possesses the first qualification of a teacher—that of being "rapidly and easily bored"—we, too, can be silent even when King Charles's head is obtruded on us.

"Fas est et ab hoste doceri," and any orthodox prejudices that we may have harboured at starting have been quite overcome by Mr. Benson's *abnormis sapientia*, and the urbanity of his style. Mr. Coulton in his "Public Schools and Public Needs" showed us the seamy side of our great public schools—the antiquated methods pursued, the neglect of modern subjects, the tyranny of athleticism, the contemptible output as tested by Civil Service and Army examinations. Mr. Benson, though by no means blind to these defects, presents to us the obverse of the medal. He frankly admits that the intellectual standard maintained at the English public schools is low, and he fails to see any sign of its rising higher; but, on the other hand, in the relations of masters and boys, in the almost extinction of bullying, in the higher religious tone of schools, and more particularly in what is known by a euphemism as school morality, he has seen a vast improvement at Eton; and he believes this reformation to be general.

As we read we cannot help wishing ourselves boys again, if so be we might be in Mr. Benson's division, and still more in Mr. Benson's house. Even now Eton, as Mr. Benson pictures it, is still an ochlocracy tempered by epigrams. A master, so we read between the lines, exists only on sufferance. The first

duty of a form master is to interest, not in the Herbartian sense of the word, but as *Tit-Bits* (the illustration is Mr. Benson's) interests the man on the omnibus. If he is a dull dog, he will be waxed to his chair or have dormice put down his back; and "Serve him jolly well right" will be the verdict of his colleagues. Few of us, indeed, can aspire to be Eton masters, and rules for the conduct of an Eton form have in some respects as restricted an application as the time-table of the special class of girls in a ladies' college who, if report says true, are being educated to be the wives of ambassadors. Yet the "simple dodges" which have proved useful and effective in Mr. Benson's own case are worth attending to, even by the less exalted teacher who has been painfully trained for a mastership in a county school. For instance, what sound common sense there is in these remarks!—

Personal impressiveness smooths the way, of course [to obedience]. A man must know exactly what he wants and must go on till he gets it. It is not enough to be merely strict; a man must be good humoured. A turn for ready repartee is a useful thing, because a boy above all things dislikes being made to feel a fool before others. A certain quiet irony, as long as it is not cruel, is a very effective weapon; but not to be used except by indubitably good-natured men. Another very useful quality is the power of losing one's temper with dignity; almost all people, whether men or boys, dislike being confronted with anger. But it must be kept in the background.

But, while highly commending the volume for its matter, and still more for its manner, we cannot help pointing out that Mr. Benson has the defects of his qualities, and is weak in those very points where Mr. Findlay (whose book on "Class Teaching" is reviewed in another column) is strong. On organization, time-tables, the correlation of subjects, there is not a word from title-page to colophon. Repetition, lecturing *versus* questioning, note-taking are all discussed; but what is the subject or what the stage of the pupils we can only sometimes infer from the context. Mr. Benson is a literary man, and a very distinguished one; but even at Eton literature is not the only subject taught, and the same method is not applicable to a sixth form and a first form, to a lesson on the irony of Sophocles and one on the common buttercup.

"Periods of European History."—*The Close of the Middle Ages, 1273-1494.* By R. LODGE, M.A., Professor of History at the University of Edinburgh. Period III. (Rivingtons.)

No period of European history presents so many wholly diverse aspects as that which Prof. Lodge has sketched in this one fairly small volume. To speak of political history only, which, save for a few pages, is the only kind of history attempted here, the tendency of some nationalities was towards disruption, of others towards consolidation; in some States a monarchical system prevailed, in others a republican. And, though quite at the end of the middle ages events were gradually tending towards the establishment of a States-system of Europe, throughout this period its various States had no reciprocal connexion of a permanent kind. The old bonds were loosed, the Empire and the Papacy no longer had an international character, and from the beginning of the fourteenth century European history ceases to have any unity. Mr. Lodge has, therefore, been forced to write his book in divisions which have comparatively few points of connexion. His arrangement is good. He has been forced by the political character of the times on which he writes to treat the history of each State separately; yet, instead of giving it in one single piece, he has in the case of each State which played an important part in the affairs of Western Europe given it in fairly short and well defined periods, breaking off at the end of each of them and taking up the history of some other State. By this means he proceeds in chronological order, and enables his readers to mark such points of connexion as did exist between the affairs of most of the various countries of which he writes. Certain portions of his work, however, could not well be treated in this way, and he accordingly devotes some chapters towards the end of his volume to the Hanseatic League, the Teutonic Order, the Christian States of Spain, and the struggles of the Greek Empire with the Ottoman Turks.

A somewhat disproportionate amount of space is, we think, allotted to the States of Italy, for their affairs had very little influence on the course of European politics during the period under review. It is true that their history is picturesque, interesting, and most instructive to the student of political science, but to make it so it must needs be written at far greater

length than was possible in this volume. Mr. Lodge, it is almost needless to say, does his work in a masterly fashion. He gives enough facts to support and illustrate his general views, and neither overcrowds his canvas nor leaves his pictures in bare outline. Everywhere the reader will find that each recorded event has its proper place, and that it is recorded, not merely because it happened, but because it has some bearing on the special phase of history which the author is presenting, and that this bearing is forcibly indicated. Among the parts of Mr. Lodge's work which have peculiar value is his vindication of the policy of the Emperor Charles IV. as a German sovereign. Charles, as he remarks, is most unfairly represented as merely legalizing the anarchy of Germany; he really provided a check upon growing disunion. Nor did he intend that the state of things recognized in his Golden Bull should be permanent, for he sought to secure to his successors a practically hereditary claim to the Imperial office. Each of the three remarkable developments of German life, the Hanse towns, the conquests of the Teutonic knights, and the rise and growth of the Swiss Confederation, is admirably set forth; indeed the chapters devoted to these matters would alone be sufficient to invest the book with distinction and importance. Its excellence, however, is not to be discerned only in its treatment of German affairs; the critical account of the rule of Philip IV. of France is one of several passages on French history which mark the writer's ability and firmness of grasp. The volume is completed by a useful series of genealogical tables, some folding maps, and a bibliographical note suggesting the books which a student should consult if he wishes to go more deeply into any special part of the period.

The Varieties of Religious Experience: a Study in Human Nature. Being the Gifford Lectures on Natural Religion delivered at Edinburgh in 1901-2 by WILLIAM JAMES, LL.D., &c., Corresponding Member of the Institute of France and of the Royal Prussian Academy of Sciences, Professor of Philosophy at Harvard University. (Longmans.)

"It might be well for us," said a notable preacher lately, "to rise above the petty provincialisms of this little planet!" Al-literation is always suspect as a convenient mask for paucity or confusion of thought, but in this alliterative ejaculation there is a note of reality which strikes home. Our bondage is generally a blind, unwilling bondage. The planetary conventions are interwoven with our very flesh and blood; they are not only in our language, but in that custom-moulded traditional thought which underlies language.

We know well enough nowadays that our tiny world is but a speck among the countless millions of constellations, but there are many moods in which we still regard the heavenly host of luminous fellow-stars as though they were mere lamps to light our own nightly path. To the end of life we treat the sun as our clerk of the weather, and unconsciously measure many things by the length of our own shadow. Until recently the recurrent sequences within the limits of earth's brief history have been regarded by the intellectually supercilious as the boundaries of the possible, and the man of self-satisfied mental routine continues to go a step further in his narrow and comfortable arrogance: he assumes daily that even well attested records must be compact of legend whenever they happen to include any of those multitudinous evidences of the influence of essential mind upon outward and evident body which are daily becoming more and more the commonplaces of advanced therapeutics and a part of the recognized raw material of an enlightened psychology.

Prof. James, in his lucid and powerful volume on "The Varieties of Religious Experience," in which his charm of style equals that of his brother the novelist, devotes a singularly able chapter, entitled "Religion and Neurology," to the analysis of what he fitly names "medical materialism," and shows how the classification of those outward phenomena which often seem to condition spiritual facts does not invalidate the intrinsic significance of the latter, and that to label Saint Francis of Assisi as an "hereditary degenerate" does not in any way decrease the value of his beautiful life of self-denial and divinely inspired brotherhood. "Saint Theresa," again, "might have had the nervous system of the placidest cow, and it would not now save her theology if the trial of the theology by these other tests should show it to be contemptible. And, conversely, if her

theology can stand these tests, it will make no difference how hysterical or nervously off her balance Saint Theresa may have been when she was with us here below."

"The nature of genius has been illuminated," it is true, "by the attempts . . . to class it with psychopathical phenomena"; but a glance—even a cursory glance—at this chapter of enlightened common sense must deepen, in any impartial and reflective mind, the conviction that no amount of learned "slang," whether of biology or of "pedagogics," can necessarily resolve the riddle of the universe or formulate the secret of existence under obfuscating epigrams. A brilliant superficial reading of those external generalizations which are classed as "natural laws" may, in the evolution of the æons, prove to have less staying power than a humbler and more cosmic interpretation. In dealing with the psychopathic temperament, Prof. James remarks that "no one organism can possibly yield to its owner the whole body of truth," and adds a little later on: "What, then, is more natural than that this temperament should introduce one to regions of religious truth, to corners of the universe, which your robust Philistine type of nervous system, forever offering its biceps to be felt, thumping its breast, and thanking Heaven that it hasn't a single morbid fibre in its composition, would be sure to hide forever from its self-satisfied possessors?"

Harvard Studies in Classical Philology. Edited by a Committee of the Classical Instructors of Harvard University. Volume XIII., 1902. (Price 6s. 6d. net. Longmans.)

The three essays which fill this volume are all good, and two of them at least touch new ground. The first, by Mr. G. C. Fiske, is an attempt to find a family policy amongst the Claudians ("The Politics of the Patrician Claudii"). As they are described in legend and history, there is a good deal of apparent inconsistency amongst the Claudii, who seem now to favour their own class, now the plebeians; and it is most marked in the career of the great *decemvir* Appius Claudius. Mr. Fiske begins by a criticism of Livy, who, he holds, has confused the earliest public character of the *gens*, Appius Claudius, with its founder, Attus Clausus. He reconciles the dates by supposing that Attus Clausus was the founder of a *gens* of Sabine origin, which settled in Rome at an early date, and that later, when the *gens* was made into a tribe, he who then was the head was received into the Senate. It is the *decemvir* who gives the first clue to a policy; and Mr. Fiske sees in his apparent change of front an attempt to support the family clients, who, as it happened, were mainly city folk, and consequently had to do with trade. So Appius Claudius the *ensor*, the most remarkable of the whole family, admits the commercial classes to the tribes; C. Claudius Pulcher, by his *Lex Claudia de Sociis*, wished to prevent the influx of Latins into Rome in the interests of the city commercial classes. Mr. Fiske certainly makes out a case; if a good deal depends on conjecture, at least his explanation is possible generally, and often more than probable. (There is a misprint on page 35, *Pinarii* for *Pinarii*.) Mr. Fiske does not ignore other family traits: their achievements in the way of public works and their military incapacity.

The second essay, by Mr. G. H. Chase, on the "Shield Devices of the Greeks," is a collection and classification of all the known devices, and a very useful piece of work. Mr. Chase does not start with theories ready made, nor does he profess to explain everything; but he has certainly brought us a long step nearer to the possibility of explaining. He finds that the devices of the Mycenaean and Homeric ages are simple, and fall under one of two heads, those which are meant to terrify and those which are decorative. In the classical age, and chiefly on vase-paintings, a large number of new classes appear, amongst them those with religious references, those intended to indicate country or nationality, family or rank, even personal feats or characteristics, and a number which cannot be reduced to principle at all. A complete catalogue is given of all devices found on monuments. The whole paper is excellent; we would only suggest that a cross-list of characters, with the various devices they bear (Athena has 62), might also have been compiled. Mr. Chase is cautious in his theories; but he is unwise in assuming the sanctity of animals. Because Zeus has an eagle, and so forth, it by no means follows that all eagles refer to Zeus, still less that doubtful animals (dog, cock, &c.) should be held sacred. To suggest further that an *amphora* is a

symbol of Athena, or a *cantharus* of Dionysus, is to guess there is no likelihood in it at all.

The last paper is a study of the Danaid myth, by Mr. C. Bonner. He analyzes the elements of the story, distinguishing the life of Danaus, which he regards as half historical, from the story of the sons of Danaus, which resembles certain goblin and ogre tales. The various explanations given in various traditions were not part of the original tale. Mr. Bonner is not convincing in his explanation of the tradition that the husbands were decapitated and sunk in the Lernaean marsh, nor can we always follow him in his analysis; but the work is carefully done and interesting to the mythologist as another proof of the folk-lore basis of tales of the gods.

Dyce's Glossary to Shakespeare. Edited and revised by HAROLD LITTLEDALE. (Price 7s. 6d. net. Sonnenschein.)

Shakespeare students will hail this new edition of Dyce's standard work. One important improvement has been made. References to passages from plays and poems were given only by number of volume and page of Dyce's edition of Shakespeare. Act, scene, and line are now given (according to the Globe Edition). We share in the reviser's regret as to the necessary "chaos of line-numbering," which arises "merely because the types (of standard editions) happen to vary in size or length of line." Some alterations have been made, chiefly in etymology. Some material from the footnotes of Dyce's edition has been incorporated, and Prof. Littledale has himself added some new short articles. The glossary does not pretend to completeness. Under "number'd beach" we have nothing but the reference, and under "dowle" Prof. Skeat's certain etymology has not supplemented Horne Tooke's wild guess. The book is clearly printed and handy.

Macaulay's Life of Pitt. Edited with Introduction and Notes, by JOHN DOWNIE, M.A. (6¼ × 4½ in., pp. lxiv., 164; price 2s. A. & C. Black.)

Mr. Downie has edited more than one of Macaulay's essays, and has uniformly shown himself well informed and sound in judgment. In the edition before us he is markedly so. Macaulay's "Life of Pitt," contributed to the eighth edition of the "Encyclopædia Britannica," is reckoned by experts as one of the best pieces of work he ever did; and Mr. Downie has striven to rise to the occasion. He has succeeded. His wide reading, good judgment, and sound literary appreciation have been combined to give us a remarkably good edition. His notes are numerous—but not too numerous; and are full—but not too full. Nothing has escaped which needed comment or explanation; and, at the same time, there is no parade of superfluous information. The "Life of Macaulay" which is prefixed is that contributed by Mr. Mark Pattison to the ninth edition of the "Encyclopædia"; an exemplar of condensed biography. The "Introductory Note" is by Mr. Downie himself, and its aim is to draw attention to the more obvious characteristics of Macaulay's style, as well as to test Macaulay's estimate of Pitt by the light of later times, fuller knowledge, and with the advantage of a remoter standpoint. It is clear, sound, helpful, and interesting—especially in its criticism of Macaulay's style; while the *pros* and *cons* of the judgment to be passed on Pitt's administration are very well stated. The little book is supplied with a useful index, and deserves to be a success.

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(Continued on page 622.)

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(Continued on page 624.)

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These essays do not form a general history of chemistry, but are reprints of lectures and writings produced at various times, and under very different circumstances. The consequent variation in style contributes to the pleasure of reading the book. The exhaustion of the first edition is sufficient testimony to the appreciation of the work. The new edition has been enlarged to crown octavo, the paper is unglazed, and the print consequently blacker as well as larger. Five new essays have been added, the subjects being:—"James Watt," "Victor Meyer," "Stanislas Cannizzaro," "The Progress of Chemistry in Great Britain and Ireland during the Nineteenth Century," and, finally, "The Development of the Chemical Arts during the Reign of Queen Victoria." The first of the above formed the "Watt Memorial" lecture of 1898. Dr. Thorpe wisely avoided matter frequently used before, and, as a chemist, discusses Watt's connexion with the discovery of the constitution of water—a matter so controversial that this is perhaps the least attractive of the new essays. "Victor Meyer" must have been a long lecture (some sixteen thousand words) and a technical one, but Dr. Thorpe, speaking as a friend of some thirty years, gives a vivid and truly fascinating picture of this great chemist among his researches, students, and assistants, admired and beloved by all who knew him. "Stanislas Cannizzaro" originally appeared in *Nature* as a "Scientific Worthy"—a man who passed from the quietude of University life to the restless one of a Sicilian politician and patriot, and then became an exile, and who finally reached the summit of his ambition when recalled to Palermo, his native town, as director and professor of his old University. The "Progress of Chemistry" (Part I.) was a Presidential address to the Chemical Society in 1900, while the "Development of Chemical Arts" was delivered to the East London Technical College in 1897. This book leaves us in doubt whether to admire the more the patience with which the author has collected his material, or the excellent manner in which he has expounded it.

Gramática Práctica Castellana. By LUCIO C. SMITH. (Price 2s. 6d. Ginn & Co.)

The author claims for his book (1) that it is specially suitable for beginners; (2) that the method he has employed, although apparently new, is the same as that used by Socrates; (3) that the order in which he has dealt with his subject, whilst it differs from the plan generally followed, is yet the "most natural." There can be no hesitation in conceding the first point. With regard to the second claim—it matters little whether the method is old or new—it has been skilfully employed here. The questions are admirably arranged, bringing out point after point, and are just such as would be put *visa voce* by an experienced teacher. The "models of analysis," numerous and carefully graduated, will be found very useful. It will always be a matter of dispute as to what is, or what is not, the "most natural" order in which to arrange a grammar, and so we leave point 3 just where it is. The work is written in Spanish, presumably for use in Spanish-speaking countries. At all events it is more than probable that an English student who could make an intelligent use of this book would have learned his grammar previously from other sources. The student who goes through this course will learn something beyond his grammar—he will learn to think.

Alexandre Dumas (père): his Life and Works. By ARTHUR F. DAVIDSON. (Price 10s. 6d. net. Constable.)

This English centenary volume, though it runs to 450 pages, is on none too large a scale to do justice to the prince of romancers, and a playwright at the same time, for a counterpart to whose prolificness we must go to Spain. The aim of the author is to chronicle, and it is only incidentally and in passing that he indulges in criticism or "appreciation." A chronicle, however, is the last word one would choose to describe the work. Except in the Bibliographical Appendix, which occupies some thirty pages, there is nothing of the Dryasdust epitomist; the rest is all a pleasant *causerie*, partly biographical and partly literary, and one critic, at least, who came to taste was seduced into reading from cover to cover, as by one of Dumas' own novels. Anecdotes are scattered broadcast. We do not remember having seen before in print the *mot* of Dumas fils: "My father is so vain that he is capable of getting up behind his own carriage to make people think he keeps a black servant." Another story is only half told, and we may fill up the missing half. We have the grandiloquent answer of Dumas to the judge at Rouen: "Si je n'étais pas dans le pays de Corneille, je me nommerais auteur dramatique"; but what is this without the parody of his actress friend who was asked the same question: "Si je n'étais pas dans le pays de Jeanne d'Arc, je me nommerais pucelle"?

Agaricaceae. By GEORGE MASSIE. (Price 6s. net. Duckworth.) An indispensable volume for the mycologist. It includes descriptions of 2,750 European species, of which 1,553 are British. The descriptions rarely exceed three lines, and are quite sufficient for the mature student.

(Continued on page 626.)

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OBITUARY.

THE REV. JOHN FOWLER, who died last month at Parkston, Dorset, was not singular in being a Scots Presbyterian whom Oxford turned into a fervent Anglican, nor in actively dividing his long life between the work of a schoolmaster and of a parish priest. His scholastic apprenticeship was served at Marlborough in its *Sturm und Drang* period, whence he proceeded to what he used to call the "provincial throne" of the Lincoln Grammar School. His work there was marked by a thoroughness for which he did not always get credit, as it was the way with his most promising pupils to seek a "top-dressing" at Shrewsbury, Mr. Moss himself being an old Lincoln boy. The younger Moss brothers, well known at Cambridge, passed through Mr. Fowler's hands; so did three of the present staff at one well known public school; and several poor parsons' sons have to thank his generosity as well as his care for opening their way to the Universities. His one literary achievement, we believe, was a biography of the Rev. R. W. Sibthorp, brother of that bearded colonel who made such a butt for *Punch*. The note of this clergyman's career was a see-saw between Rome and Lambeth, which at one turn obliged him to resign to Mr. Fowler the pretty chapel of St. Anne's, founded and endowed by himself, at Lincoln. For long no other preferment came to one who had been a High Church pioneer under a Protestant dispensation of patronage, and who never put his interests before his outspoken convictions. His college presented him with the rectory of Grimston, near King's Lynn, which he characteristically gave up on finding himself disabled by a stroke of paralysis, a few months ago. He married a sister of Mr. Bodley, R.A., and their only son, Dr. Herbert Fowler, is a biologist of note.

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OCCASIONAL NOTES.

THE opposition of the Free Churches and of the left wing of the Liberal Party to the Bill is growing in volume, and, we are sorry to add, in uncompromising bitterness. That the Government has no

The Bill.

mandate, that at the last General Election there was no question of education before the country, is a sound and reasonable objection, but the threat not to pay the new rate is worse than revolutionary—it is hysterical. As we have before pointed out, no new principle is involved, and our Pro-Boers might as reasonably refuse to pay the income tax. We have never pretended that the Bill is an ideal one; but, having once put aside as outside practical politics the proposal to form *ad hoc* bodies, we still maintain that the Bill, even as it stands, offers a way of escape from the present administrative muddle, and that even the obnoxious Section 7 offers the fair basis of a compromise, though we hope to see the terms amended. If professional journals are any index of opinion, Mr. Balfour has the support of the vast majority both of teachers and of educational administrators. Should the Government fall, it is not the Bill that will have wrecked it, but its lack of administrative efficiency—witness the Lords whom it chooses to remount our cavalry and our schools.

THAT the fight should rage so bitterly over the number of managers who are to represent the denomination which provided the building is, in our opinion, nothing short of amazing. Once admit the right

Managers.

of representation to the Local Authority and it matters little whether that representation is one-third or two-thirds of the whole body. The Church of England has in the past spent much money on schools, and this gives it a certain claim. In most cases the buildings are not the property of the nation. This point the speakers on the Free Church side seem unable to grasp.

Few Nonconformist bodies have taken trouble to provide primary schools. The Church of England has done so. Short of an absolutely new system of State schools throughout the country, the vested interests of the Church of England are bound to be considered. And the Free Churches will have nothing less than State secular education throughout; though it is absurd to suppose that a Liberal Government would ever bring in a Bill to establish universal School Boards. On the other hand, the Church of England will not voluntarily resign its rights over its school buildings. While this is the temper of the conflicting bodies any proposals of peace are impossible. Mr. Balfour can only disregard the sectarian squabbles and persevere in his honest efforts to remove the existing chaos.

AMONG the many desperate schemes of resistance to the Education Bill, one of the most amusing is that due to Mr. Hutton, M.P. This leading exponent of the virtues of *ad hoc* election actually proposes to use the municipal bodies—capture them, we suppose, first—to create a general protest against the iniquitous Bill. In other words, the Town and County Councils—who, Mr. Hutton has often told us, not being specially elected, are unfit to deal with education—are now to be trusted by him to instruct the Legislature how to deal with that subject properly. Even more Hibernian is the notion that these Authorities are going to cut their own throats in favour of their rivals the School Boards. This experiment would be so interesting if tried on a large scale that we much regret that there is no machinery in existence for the purpose. Mr. Hutton proposes that every Town Council election in November and County Council election in March shall be fought on the Bill. He is apparently unaware that in boroughs only one-third of the councillors retire in November, and that rather less than this proportion of the whole of the boroughs ever have contests on other than local questions. Still further, none of the smaller boroughs have any direct interest in the subject. Hence here Mr. Hutton will only get an insignificant minority of protests, and, possibly, a good many rebuffs. But, still worse, there happen to be no County Council elections till 1904, by which time the Bill will be in full operation, and some other question will occupy the public mind. Besides, as the recent return shows, County Councillors are practically elected for life, the number of persons with money and time, and capable of fulfilling functions in which experience is all-important, being very limited.

WHAT we are much more interested in are the proposals for compromises on the management question which are coming from all quarters. Mr. Lee Warner and some Norfolk County Councillors wish to meet the Nonconformist grievances in all those villages where there is only one school, be it Board or voluntary, by an adoption of what is practically the proposal of the Bill of 1896. The ratepayers are to have the majority of the managers, if possible, but, at any rate, only the head teacher is to be of the denomination in possession; and in all cases there are to be alternative parallel classes in religion, one being denominational and the other of the Cowper-Temple variety. As far as this means the right of entry into Church schools of teachers belonging to other or no denominations this will no doubt be accepted by Nonconformists. The Rev. Guinness Rogers, indeed, is prepared to go further and accept the necessary corollary, the admittance of the parson to the Board schools. But the truculent sectaries will have none of this reciprocity, and, indeed, in 1896

*The Compromise of *Lehrfreiheit* in Religion.*

denounced it as strongly as they are attacking the present Bill. That it works admirably in parts of Germany has been well shown by the recent publications of Mr. Sadler's Department. The real grievance which will not be removed is that of those conscientious persons of all creeds who hold that the religious "atmosphere" which they delight in must be breathed by the children in all their lessons. Roman Catholics, it is well known, insist on subordinating the history, geography, and literature lessons to religious influences, while many persons of other denominations have a constant fear that in science lessons something may be said disrespectful to the Book of Genesis.

ANOTHER proposal is to give the Local Authority a majority of managers, but let the Trust managers have a double vote on religious questions. But who can say what is a religious question? Is the appointment of a head master in this category? The famous "in and out" clause of the Home Rule Bill was found to be unworkable owing to this difficulty of accurately defining functions exercisable by the same persons. Dr. Macnamara's idea of compromise is to give to the Local Authority at least the nomination of all the managers, introduce a brand-new kind of unsectarian religious teaching which will suit (or should suit) every one except Jews and Unitarians, and run alongside of this all kinds of denominational teaching. This, besides being exactly what the Established and Roman Catholic Churches will not have at any price, would introduce chaos into the schools, and perpetuate the worst vice of School-Boardism, that of confusing the functions of managers and Local Authorities. The only equitable and workable proposal is Sir W. Mather's. He would have the voluntary schools bought out, not by a lump sum down, but by a fair rent, and all schools after 10 a.m. run as Board schools by the Local Authorities, leaving the denominations the power in perpetuity of making what arrangements they think fit for religious instruction from 9 to 10 a.m. This, however, would mean very likely that parsons and ministers, and not the regular teachers, would take charge during the first hour, and many teachers are very doubtful if this would not seriously detract from the teacher's influence with his pupils. We have strong reason to believe that something of this kind is likely to be insisted on by the Roman Catholics also, so as to secure to the priest alone, and not to the managers, the control of the religious teaching.

IT would be ludicrous if it were not sad to read all the suggested compromises; because each compromiser seems unable to grasp the point of view of his opponent. Mr. Macnamara comes forward with a scheme that is not without statesmanlike qualities. The organs of the Church of England meet it with an emphatic "never." Dr. Percival's *eirenicon* is just as emphatically refused by Dr. Hirst Hollowell, who denies that the Church of England has any rights to concede. And Sir William Walrond has told his constituents that he is about to lay before Mr. Balfour a simple compromise that all parties ought to accept. His proposals will not, unfortunately, commend themselves to the Church of England. The really pitiable aspect of the controversy is the proof it affords that the party organizers of all the denominations care more for the triumph of their sect than for the education of the child. Religion is absorbed by the child in the atmosphere of home-life. It is not taught in schools. Will any one argue that girls' high schools are irreligious because they give one period a week to religious instruction—which period is dropped in the sixth form because of the pressure of examinations? Whatever may be the form of administra-

tion, the teachers in the school will not have a lower standard of religion than that of the country at large. And for doctrinal teaching the clergy have their Sunday schools.

THE qualifications for Column B loomed large at the recent general meeting of the Assistant Masters. A resolution was passed claiming that academic qualifications should not be demanded from existing teachers of experience. We have much sympathy with this view, and we hope that the Registration Council will interpret generously the phrase "exceptionally qualified." This may fairly be taken to mean qualified by experience and position in a manner that will be exceptional in the near future, now that the Register is formed. But with much of the talk about grievances we have little sympathy. It seems to us often to be fictitious. For some years to come no discredit will attach to the unregistered teacher; and so there is no injustice done. The cry about the Column B guinea paying for Column A is puerile. The Council is not likely to find the guineas flowing in fast enough to pay for the salaries of staff and the expenses of printing. In the end, there is little doubt, the Treasury will have to pay. It is discouraging also to find how little interest is taken in the Register. The earnest efforts of the I.A.A.M. to get an expression of opinion from the "injured ones" in London schools met with little success. At present few teachers, whether qualified or not, seem to care to register. In a few months the tide may turn, and we hope it will.

WHATEVER criticisms schoolmasters may be inclined to give upon the three great addresses touching education that were delivered recently at Belfast, they will at any rate find much to stimulate both thought and action. They will certainly not hesitate to endorse the words of the *Times* newspaper: "That the question of education is handled with a freedom and a width of view that is in striking contrast with the narrow-minded trivialities which too often form the staple of the talk at Head Masters' Conferences and in what are called by courtesy debates on education in Parliament." In spite of the number of individual teachers we could name who are doing good work, young men full of theories and energy, mature teachers whose love of teaching and of boys gives them the Greek gift of perpetual youth, yet is Prof. Perry right in saying that an artificial earthquake is periodically necessary to prevent even the best system of education from becoming a lifeless routine. "The curse of all education," he adds, "is the small amount of money available for the wages of teachers—just enough to attract mediocre men." Our big head masters are comfortable and secure. The influence of their environment forces them to abhor change and to look with suspicion upon new ideas. And, besides, they are, for the most part, more concerned with their spiritual functions and prospects than with the mental development of their pupils. The young men of promise soon leave teaching for work with a wider scope. For the rest the term "mediocre" is fitting.

THE smallness of the wage-fund is closely allied with the want of training. If a man is to pass through an expensive course of preparation for his profession, he needs to see some probable return for the capital invested. Many speakers and writers on this subject would seem to imply that a good man will start with a salary of £300, and end with from £1,000 to £5,000. It is worth while pointing out again that salaries of £70 to £150, with no possible hope

of further promotion, are the rule for the vast majority of assistant teachers in secondary schools, while the life of head masters and head mistresses in a large number of schools is a continual struggle against approaching bankruptcy. It is to be hoped that Prof. Perry's words will be taken to heart by those who hold the purse strings. The same moral is deducible from much of Prof. Dewar's address. "The German nation," he says, "has reached a point of general training and specialized equipment which it will take us two generations of hard and intelligently directed educational work to attain." A schoolmaster may be appointed because he has crammed up for the "first B.A." of London, or because he has gained a "rugger blue," but the man who has sufficient intelligence to see how the developing faculties can be trained and taught has generally sufficient common sense to avoid a profession where the life is wearing and the prospects are *nil*.

It is well that Prof. Perry has emphasized the view that has been stated already in these columns. Technical education is that education which makes unskilled labour skilled. It is the education that separates the doctor from the quack, the cleric from the layman, no less than the education which turns an unskilled labourer into a skilled artisan. The curious contempt that has been shown for technical education by men educated in an atmosphere of University—*i.e.*, literary—culture is partly explained by a misunderstanding of the term, but also is in part significant of a complete failure to grasp the simple fact that a literary or bookish education does not of itself fit a man to play his part worthily in the world of to-day. How far is it true that "the average boy leaves an English school with no power to think for himself, with a hatred for books, with less than none of the knowledge which might help him to understand what he sees, and he has learnt mathematics in such a fashion that he hates the sight of an algebraic expression all his life after"? It must be admitted that, of the average boy, such an indictment is not without foundation. The amazing thing is that the average schoolmaster accepts the position, and makes no attempt to alter or improve it.

BUT, if schoolmasters have received some scathing criticism at the hands of the British Association, they are in no worse a plight than inspectors and administrators. Against these Prof. Armstrong has much to say. Neither do examining bodies escape scot-free. The strictures are not unwarranted; and it is well that they should be spoken frankly. "Some of the South Kensington schemes are full of the gravest faults." "The first necessary step is to reorganize the Board of Education, root and branch." "Experience in teaching has been an absolute disqualification for the inspectorate." These are some of the Professor's remarks. Of course, we do not expect from addresses of this kind to find an alternative given in detail. But Prof. Perry has no doubt as to what the early education of an engineer should be, and Prof. Armstrong gives us but four subjects for the curriculum of any school. He labels them the four R.'s. Reading includes the reading of nature as well as of print; writing covers all expression of thought; arithmetic all calculation and measurement. The fourth subject which is to be taught concurrently with each of the others is Reasoning. Nothing could be sounder. It remains for teachers, inspectors, examiners, and drafters of codes to reduce these general rules to practice.

IT is the function of such men as Prof. Armstrong, who has, somewhat wickedly, been styled the "Kensit of education," to draw public attention to an alleged grievance. Therefore a certain amount of exaggeration is permissible. But on reading him or hearing him one is tempted to exclaim: "You are describing the schools of your boyhood; you allow no credit for recent changes." Mathematical teaching has become of late years less barren of result owing in part to the efforts of Prof. Perry himself. Science teaching, too, has adopted a new spirit. There are many science teachers, some of them his own pupils, who have caught somewhat of Prof. Armstrong's honest love of the truth at first-hand. Indeed, in the newer type of school that is springing up so rapidly in all parts of England there is already a danger lest the pendulum swing too far from humanistic teaching. We hope Prof. Armstrong will be equally vigorous in his denunciations of the newer product, the pupil, who, entirely ignorant of the English language or literature with but a futile smattering of French, spends all his time from the age of sixteen on mathematics and science taught by men similarly trained in the narrow limits of one subject and therefore untrained in "writing" as the art of expression. To the four subjects one is tempted to add a fifth—appreciation of the beautiful in art, literature, and science.

CAN training or any conceivable course of preparation for entrance to the scholastic profession remove the one inherent weakness of the schoolmaster? A schoolmaster has passed examinations. More or less consciously he is proud of the fact. Much of his teaching is necessarily, and again, more or less consciously, directed towards teaching how to pass examinations. But, more than this, the teacher is usually a specialist in some particular subject. He has studied from the point of view of a teacher. Inevitably his tendency is to teach his subject so that his pupils in their turn may also teach it. Most examinations are mainly literary; therefore at heart teachers have a contempt for what is not printed. "No mortal," says Goethe, "but is narrow enough to take delight in educating others into counterparts of himself." If "no mortal," then much more no schoolmaster. This existing weakness is often lost sight of by those who criticize teachers for what is not always their fault. But it can be partly overcome by training teachers in a culture that has a wider basis than that which Matthew Arnold preached, by preventing a too early specialization, by a proper correlation of subjects and above all by imbuing teachers, inspectors, and examiners with the thought that it is the object of school education to fit a boy for the part he will have to play in his future life.

SO many fresh drafts are made of each Education Bill that we do not pay much attention to rumours of supposed contents. The fact often is that the rumour leaks out only when the draft it is founded upon is consigned to the waste-paper basket. Sometimes an outline of a Government proposal is purposely allowed to get about in order that the drafters of the Bill may see how the newspapers will take it. It has been supposed that the new Bill dealing with the administration of education in London would make the municipalities the Authority for their own areas, controlled by a sort of magnified Technical Education Board. This plan has, according to the *Daily News*, been entirely given up owing to difficulties of rating. In its place the Government will propose the establishment of an entirely new body, based upon the municipal bodies.

This authority is to absorb both the School Board and the County Council Board. If this forecast of the *Daily News* is correct, we are to have a new Authority larger than the overgrown School Board. This will lead to the establishment of Borough Committees. It is practically impossible that one body can administer in detail the whole education of London.

PROF. TOUT, in the *Pilot*, pleads well the cause of a Manchester University. The Victoria University was a makeshift, a device to overcome the opposition of Liverpool and Yorkshire to the petition of Owens College for a University charter, justified as the only method of ridding Owens College from its bondage to the University of London and the external examiner. Now it has served its turn, and the sooner the triple alliance is dissolved the better for all parties. Such is Prof. Tout's brief, and we agree with his pleading that a federated University is and must be more or less of a monstrosity. There can be no common University life between students living sixty miles apart; the *genius loci*, the *pietas* that binds them to an *alma mater*, must needs be lacking. But what if one partner, in this case Leeds, declines to dissolve the partnership? There is the hitch, and to meet this difficulty Prof. Tout stretches his argument to a point where we cannot follow him: "If Universities are good things, the more there are of them the better." But even Prof. Tout would allow that in America Universities have been multiplied beyond necessity, and even in England we are near reaching the point when to increase the number is tantamount to lowering the standard of efficiency.

COMMERCE has a word to say on the wider aspects of the Education Bill which have been overshadowed by Section 7. "Among business men the regret is universal that the Government have not presented a strong scheme for secondary education simultaneously with their controversial proposals for primary tuition." The effect of the obligatory rate for the former and the permissive rate for the latter will be "to shelve the treatment of secondary education, to wipe out of existence permanently the evening classes taken from the School Boards and the training colleges for teachers." The last clause is a mere rhetorical flourish, but the article should serve to show the Government that it is not only feeble folk and interested parties like the Teachers' Guild and the College of Preceptors who are clamouring for secondary education—more in quantity, better in quality, and no waste—but hard-headed business men who cannot be ignored or put off with specious promises.

THE Chairman of the School Management Committee of the Birmingham School Board argues in the *Times* that, as regards school management, the Local Education Authority will be supreme, and that the Management Committee will be the fifth wheel on the coach. His argument is that, just as School Boards do now, so in the future the Local Authority will determine the curriculum, the numbers and quality of the teaching staff, and the provision of the school equipment. The first and third points we may allow, but, on the second, Mr. Allen Bell's plea seems to be inconclusive. The staff will *ex vi termini* be denominational, and, as such, inferior to a staff chosen solely on professional merits without respect of creed. Why else were tests abolished at the Universities?

WE did not mince matters in commenting, last month, on Lord Londonderry's appointment, but the *Fortnightly Review* is still more outspoken. His appointment as Postmaster-General (says "Chalcas") would have been made in no other country in the world, and such a selection goes far to explain why the British administrative system has been doomed to inefficiency. But in translating him to the Board of Education Mr. Balfour has gone one better, "and we can only say, in the words of the famous rebuke which Queen Victoria once administered to a tactless *raconteur*, 'We are not amused.'" To make the weakest member of the dull Cabinet "Minister of Education" is an outrage upon national interests and common sense at the present moment, when the educational problem is recognized as perhaps the most urgent of all the problems raised in the question of national efficiency.

THE *Revue des Deux Mondes* (September 15) has a most appreciative, and at the same time discriminative, study of Edward Thring, by Henri Bremond. He commends to the notice of his countrymen an English Puritan, a worthy successor of Bunyan and Wesley, strong where the French are weak—"sudden divinations which spring from a rich and intense moral life"—and weak where the Frenchmen are strong—"wholly lacking in subtlety, *délicatesse*, nimbleness of wit, or the free play of an independent mind which can hold its own and yet understand and relish antagonistic doctrines":—

Between Thring and us—whether it is his fault or ours I will not decide—there is a sort of coldness. We esteem him, we venerate him, we even envy him, but, after all, we resign ourselves very quickly to not having known him. Something warns us that, away from his usual audience, the great master would have lost the best part of his influence. Young and enthusiastic minds, whose perspective of life and thought is dim and confused, may—must, indeed—have been attached to him by a strong sentiment based rather on natural generosity than lively sympathy; but to those who never experienced in their boyhood the magnetism of Uppingham Thring can doubtless furnish noble examples and fruitful lessons, but they can never be expected to feel his charm.

HOW TO WORK THE EDUCATION BILL.

By H. MACAN.

PART II.—THE OFFICE MACHINERY.

ONCE the Local Authority is fully constituted and equipped by the County Council with the necessary powers, its first duty will be to consider what general educational divisions it will adopt and how it will provide for their efficient supervision. Here no doubt a very different line of policy will commend itself to the County Councils proper and to the County Borough Councils. In the counties, speaking generally, there is the nucleus of an organization competent to deal not only with the technical institutes, but with secondary day schools and evening continuation schools. In the boroughs generally the secondary day schools have been left much to their own devices, while the School Board organization has been responsible for the continuation schools; there are also in several county boroughs University Colleges claiming to be over rather than under the borough educational organization.

To deal first with the counties proper. Here no doubt the general lines adopted will be similar to those upon which the Board of Education is organized, though the somewhat over-elaborate subdivision of that body on the secondary side will be unnecessary for the local organizations. Rigid economy as regards offices and the number of officials is essential to success in inspiring public confidence. It must be shown that a great saving in administrative expenses is the result of concentrating functions in the hands of Authorities of wide area. Hence it will not do for the Local Authorities to establish a staff of inspectors. These could not be so efficient as those of the Board

of Education as regards experience at any rate, and duplication of work would be certain to ensue. The better plan will be to come to an agreement with the Board, whereby all reports of its inspectors are communicated at once to the Local Authority, and periodical conferences are held between these inspectors and the office staff, or even the Authority itself. The only inspections which the local body need do for itself relate to administration, sanitation, or questions of building and equipment. The ordinary officials, whether legal or statistical experts, or the county medical officer and surveyor, are quite equal to doing all work of this description without its being necessary either to call in outside advice or to establish in the Education Office itself a separate machinery restricted to dealing with the schools in such matters. On the other hand, as the financial operations of the Authority will be very large and complex, it will be essential that it have a treasurer or accountant clerk of its own, acting under its direction, and free of connexion with the office of the county treasurer; once the Finance Committee of the Council has voted the Budget of the Education Committee and raised the necessary rate, the money should pass automatically into the coffers of the Education Authority. As regards legal questions, some difficulty is likely to arise, especially at first. It is quite possible that the County Authorities may have legal problems presented to them involving even appeals to the law courts. I am not referring to school attendance matters, which must necessarily be dealt with by subordinate officials in the localities, and which will probably never come to the cognizance of the County Committee. But, unless the relations of the Authority with managers as regards their obligation to repair, &c., especially where such managers are also charity trustees, are much more strictly defined in the Act, there may well be work for the lawyers. It is unnecessary to say that the custom which survives in a few counties, and is probably seen at its worst in Devonshire, where the Education Office is simply a sub-department of the general office of the Clerk of the Council, that official being the real Education Secretary, will be quite impossible under the new *régime* to be created by the Bill. But it must be made possible by some arrangement that either the Clerk of the Council, or some one in his department, be at the disposal of the Education Committee when his services are required. No doubt a race of counsel learned in educational law will arise, but the calling in of one of them should be a last resort.

To come, then, to purely educational questions, what departments and officials will be necessary? If the Committee or Authority decide to supervise the whole field of education, it will require a general secretary competent to deal with all branches. I advise that, in the title of such an official, the word "organizing" be dropped, as obsolete, and the title "director" be laid aside, as too pretentious. In all the larger counties it will be necessary to establish three sub-departments, probably each under the immediate supervision of a Sub-Committee. Following the example of South Kensington, all evening class work, whether in technology, science, art, or general "continuation," will be placed in one department; day art schools and school gardens (ex-standard) will naturally fall into the same hands. This will fully occupy the attention of one assistant secretary, who necessarily will be much away from the office in the afternoon and evening. Next, all work relating to secondary day schools of any type, questions of scholarships and exhibitions, dealings with Universities and University Colleges (other than the Examinations Department of the City and Guilds Institute), will fully occupy the attention of another assistant. In many counties this work will be entirely new, and the reorganization of old endowments or the establishment of new secondary schools will present a particularly arduous task for many years to come. In all cases there will fall into this sub-department the reorganization or absorption of the pupil-teacher centres and the establishment of joint training colleges. Thirdly, there will be the elementary education sub-department. All the work at present done *legally* by School Boards under the Act of 1870 and subsequent Acts will be dealt with there. It must be remembered that this involves considerable responsibilities beyond what is generally understood by the compulsory education of children in the seven standards of the elementary day school. Blind and defective children must be seen to, and it will probably be advisable to absorb the work of the existing Reformatory and Industrial Schools Committees. The assistant secretaries in each of these departments should

be able to do their own correspondence without aid from a clerk. One shorthand and typewriting clerk should suffice for the more important correspondence of the whole office, and a boy for stamping letters, &c., would complete the equipment. As mentioned before, however, there should be as ancillary to the whole a finance department in charge of an expert official.

In the larger counties the chief secretary should be required at first to devote himself mainly to reorganizing the elementary work, as it is here that the most drastic changes are required; in boroughs, of course, this is not so. In the smaller counties, where two, or at most three, officials are all that are necessary, the principal secretary should ultimately do all the work in the secondary day department or in this and the evening class section, leaving to an assistant the greater detail of the elementary work.

As regards county boroughs, the ideal state of affairs would be somewhat similar to that in the counties. I fear, however, that it will be very difficult to abolish the whole School Board machinery, or even to subordinate it to that of the Municipal Education Committee. It ought, however, to be made perfectly clear, whether by the co-ordinating influence of the Town Clerk's office or otherwise, that the elementary side is no longer to pull in opposite directions to the secondary side. Possibly the best solution would be for the Town Council to keep intact both the present School Board machinery and that of the present Technical Committee, clothe the latter with such powers over secondary schools as appear desirable or necessary, and then form from the two bodies with a few outside (University College, &c.) experts a Co-ordinating or Consultative Committee, with no financial or executive powers. The technical official or officials should act (*cf.* the position of the Hon. W. N. Bruce at the Board of Education) as the officers of this body; thus emphasizing that the co-ordination comes from above, and not from below.

The question at once arises, Is it desirable that there should be in the counties proper any local analogy to the Consultative Committee of the Board of Education? I am strongly of opinion that such a body, kept in its right place, will be most useful. Naturally it would have no executive power and no finances to administer. It would deal, and deal only, with those questions which would be referred to it by the Authority. The Education Council might well, to a very large extent, be directly elected by the various grades of head and assistant teachers in the county. A few of its members, and certainly its chairman, would come from the "political," "non-expert" element. The ordinary office staff would act for it as well as for the Authority. Two classes of questions would naturally be referred to it for report to the Authority: first, all matters of curricula, schemes of study, and the drawing up of syllabuses naturally are best in the hands of those still actively engaged in teaching; secondly, all purely professional questions, matters of discipline, involving the dismissal, &c., of teachers, are very apt to be treated without due consideration by those immersed in administrative and executive work. The qualifications, again, of teachers for work of various grades is a matter which requires special investigation, and is one on which the Central Authorities give year by year less guidance to the local bodies. Naturally this Council would not appoint or dismiss any teacher itself, but merely advise the Authority thereon. Women should certainly be members of this Committee, and will probably find there a more congenial sphere of activity than when discussing financial and legal questions at the meetings of the Authority itself.

Finally, when possible, the office of the Authority should have attached to it a reference library, a technical museum, and in some cases a laboratory.

CAMBRIDGE LOCAL EXAMINATIONS.—Forms of entry for the Higher, Senior, Junior, and Preliminary Local Examinations, to be held in December next, can now be obtained from the Local Secretaries at the several centres. The examinations will commence on Monday, December 15. The forms of entry for the Senior, Junior, and Preliminary Local Examinations are to be returned to the Local Secretaries on or before October 3; those for the Higher Local Examination on or before October 31. The Regulations for the Examinations may be obtained from the Local Secretaries at the centres of examination, or from Dr. Keynes, Syndicate Buildings, Cambridge.

REVIEWS AND MINOR NOTICES.

Dernière Gerbe. (Paris : Calmann Lévy.)

To the student of modern French, who will have learned from Victor Hugo more of the resources and beauties of that language than from any other writer of the last century, "*Dernière Gerbe*" will appeal with special interest as the last word of the poet to the world. And yet it is but a disappointing legacy that he has bequeathed to us. "*L'onde antique est tarie, où l'on rajeunissait*"—as Hugo wrote long since to Gautier—is the commentary that almost inevitably suggests itself to the reader, as he sifts the wheat from the chaff in these last gleanings from that field whence the bulk of golden grain has long ago been carried away. There is a pathetic interest about this volume, closing the brilliant record of more than three-quarters of a century. Too often the lyre is strangely jangled, and we feel that the player's hand has lost its ancient cunning. Only now and again are we reminded of that "shining, sounding, fascinating verse," as De Banville called it, which was the glory of Victor Hugo's genius in its dazzling maturity.

Yet it is evident, from the dates appended to the divisions of the fragments, that "*Dernière Gerbe*" does not entirely belong to the poet's old age. The "*Billet à Charles Nodier*," indited during the rehearsals of "*Hernani*," in the "*Avant l'Exil*" series, impresses us as an antediluvian relic, when we reflect it was actually written before the deluge of Romanticism submerged French literature. How many tides have risen and receded since then! Even to think of it makes one "feel chilly and grown old." As Hugo himself says, in that grim fragment, "*La Salle Abandonnée*," instinct with his old *macabre* power :—

J'eus peur et je sentis comme une sombre lutte ;
Car ces vieilles splendeurs étonnent dans leur chute,
Les figures de l'ombre ont de sinistres yeux,
La ruine est terrible, et les mornes aïeux
Semblent de jeter cris avec leurs pâles bouches.

The author of "*Odes et Ballades*," of "*Cromwell*" and "*Les Orientales*," seems to become almost a prehistoric figure, as we remember the cataclysms that have convulsed the world since he built "en Castille," that "bien frêle bastille" of his, that was to be the stronghold and rallying point for one of the greatest revolutions the republic of letters has ever known.

It is varied enough, this "*Dernière Gerbe*"—a sheaf of miscellanies dealing with all manner of subjects. Every now and then we catch a glimpse of the old Victor Hugo, the *poseur*, if you will, but the prophet as well ; the lyrist of dainty sentiment, yet withal the leader of men ; the writer who swayed his native tongue in prose and verse alike to such majestic harmonies as it had never known before. Drama, epigram, *pensée*, love-lyric, and monologue—they all contribute to these fragments. If some strike us as oddly *suranné*, others are singularly up-to-date in interest, and afford side-lights on the poet's attitude to questions which since his time have but assumed a more sinister importance. Take, for instance, the lurid little *vignette*, "*Campagne de Westphalie*," which might well be commended to some of our modern advocates of militarism :—

Et les choses qu'on fait dans le sang et les flammes
Sont illustres ; sinon, elles seraient infâmes ;

or the singularly forcible lines entitled, "*Le Droit de l'Animal*," with its telling, if unsportsmanlike, *envoi*—

Dieu, qui fait les oiseaux, ne fait pas le gibier

—a sentiment worthy, surely, of Pierre Loti himself.

In such poems as these the poet, we feel, is on his ancient ground—the ground he held so triumphantly for the humanitarian ideal in his earlier days. We recognize, too, the old patriotic fervour in the lines bearing the Latin title—

Lyrnessi Domus alta, solo Laurente Sepulcrum.

"*Soir d'Avril*" seems as if it had lost its way from a volume of his youthful love-lyrics ; whilst no other poet could have caught the exact note of the little epigram beginning

Oh ! l'amour est pareil aux perles de rosée

in its dainty grace.

Not thus at home is he in the domain of metaphysics, in such poems as "*Les Degrés de l'Echelle*" and "*Dialogue avec l'Esprit*," where he flounders out of his depth in the vexed waters of speculation. Adequately as Victor Hugo expressed

emotion in all its varied phases, he is obviously hampered by reflection. The poet who touched every string of the emotional lyre with unerring mastery and success, from the inimitably dainty little *chanson* of "*Si vous n'avez rien à me dire*" to Torquemada's grim soliloquy, halts, clogged and abashed, before the perplexed problems of evolution and biology. It is refreshing to come upon him in his more familiar rôle in such characteristic verses as :—

Tous les hommes sont l'Homme : et pas plus que les cieux
Le droit n'a de rivages ;
Ma sombre liberté sent le poids monstrueux
De tous les esclavages ;

or, again, to catch an echo of the author of "*Les Contemplations*" in the exquisite little gem commencing

Tout est doux et clément ! astres ou feux de pâtes.

The dramatic excerpts are so slight that they defy criticism, but what there are breathe little of the ancient fire. Neither is the *pensée* his forte. Some of those collected in the series "*Tas de Pierres*" were hardly worth preserving as laboured truisms ; there are one or two good things, however :—

L'homme scande ici-bas le vers qu'il chante au ciel

sounds like a translation from Browning, whilst who but a Frenchman could have written the definition?—

La vie est un torchon orné d'une dentelle.

The delicious little fragment, "*Je racontais un conte*," and "*Jacquot*," remind us that "*l'Art d'être Grandpère*" is not forgotten in this volume. Such poems are a welcome relief to many of the other pieces which are depressingly pessimistic. Poets, as other men, must needs grow old, but we bitterly resent their losing their illusions. Too often in "*Dernière Gerbe*" are we aware of that peevish, querulous note—such as Tennyson struck in "*Sixty Years Afterwards*"—which reveals a poet out of sympathy with his age, or too confused by its problems to interpret it aright. In vain do we look for the strenuous passion and dithyrambic fervour of "*La Légende des Siècles*," or for the stern, epic grandeur of the prose-romances. It is hard to recognize the lyrist of "unlimited and illimitable hope" in the singer who seems to be chanting its very elegy in the melancholy fragment of "*Le Naufragé*," with its sense of frustrated effort and baffled longing. It is because we have so identified Victor Hugo as the poet of lofty ideals, of great enthusiasms and high aspirations, that we deplore so deeply these lapses from his accustomed attitude. As in his own "*Cité Décrépite*"—that wondrously vivid etching in words of old Paris that recalls the magician's ancient spell—

On sent que quelque chose, hélas ! a disparu.

Yet, when all is said, this is but a single sheaf gleaned from the field where Victor Hugo reaped, during his life, such a splendid and enduring harvest for all time, and therefore it is we garner "*Dernière Gerbe*" with gratitude, if also with regret.

Principles of Class Teaching. By J. J. FINDLAY. (Price 3s. 6d. Macmillan.)

The basis of this volume is a course of lectures delivered by Mr. Findlay when he was Principal of the Preceptors' Training College. In the four succeeding years he has had the rare good fortune of being able to apply the principles he then enunciated and to test them in the working of a great intermediate school.

The main outlines of Mr. Findlay's theory have been from time to time set forth by him in the columns of this journal, and some of our readers will also recall one application of them in detail to the elementary study of German. With all the manuals on teaching that crowd our table, there was still room for "*Principles of Class Teaching*." It stands at the opposite pole to Mr. Barnett's "*Teaching and Organization*." Mr. Barnett labels himself as "frankly empirical." He briefed a number of distinguished teachers and bade them plead each his special subject, setting forth its special virtues and imparting, as far as was possible, the secrets of the craft, the particular methods that they had found successful. Mr. Findlay does not, indeed, dub himself a theorist ; on the contrary, he repudiates the title, if it is taken to imply any contrast between theory and practice, but he starts from first principles, determines first what we should teach and with what objects, and then proceeds to indicate in broad outlines how we should teach it, leaving all the details of execution to the common sense of the practitioner,

who must be guided by special aptitudes and special circumstances. There are no short cuts to knowledge, no wrinkles and dodges. Even the concluding chapter, "A Few Hints on Class Management," contains mainly negative advice—do not let your lessons be over long; do not correct written work over much; do not set home lessons beyond a pupil's powers. This defect, if it be one, is compensated by the philosophic treatment of the subject as a whole. The intending teacher is offered a Pisgah sight of the promised land, and when he enters it he will know his bearings, be able not only to till his particular plot, but to see the relations of the part to the whole. The book must be read, not tasted; and all that a reviewer can do after approving its general conception and execution is to select for comment a few of the particular points that have struck him:—

"We are not required to create a new ethic which shall suit the special ends of education, or to make our choice between Hegel or Herbart, Spencer or Kant."—Is this so? Does it not make all the difference in our scheme of education whether we are individualists or collectivists, stoics or utilitarians, aristocrats or democrats? Is a teacher to have no ethics, as a civil servant has no politics?

"The Scriptures, as taught in an English institution for public education, ought to be limited to giving the pupil a proper acquaintance with the main thread of the story of the Old and New Testaments."—They are so taught in the Welsh intermediate schools; but few besides Mr. Findlay are satisfied with the results. It means in practice the teaching, not of the Bible, but of Maclear and Gill, lists of the kings of Judah and Israel, and the miracles peculiar to one Gospel. Even Matthew Arnold desired that the Bible should be taught in all national schools as literature.

"We shall also venture to dismiss a number of social subjects, such as civics and economics."—This on the ground that the pupil has no concrete experience on which to base the science. But the same argument would rule out history. The child in the kindergarten knows the policeman and he knows the tuck-shop. On these two experiences we can base lessons on government and on trade, and in a democracy we hold such lessons to be an essential part of the training of a citizen.

"The inevitable forces of environment at the present day in the primary school which endanger the refinement of mind and heart which is often acquired in hours of leisure."—This is the plea advanced for retaining as they are preparatory schools for the higher classes. "The school," says Mr. Findlay, "has no concern with social changes or social ideals; it must take them as it finds them." We hold, on the contrary, that the school is the natural leveller of social distinctions, and that a true democrat will attempt to establish in England the common schools of America and Scotland. Thus, the Girls' Public Day School Company has given the death-blow to the "ladies' college."

The selection of topics [in natural science] can still be largely governed by correlation with the humanities, since there is an historic order in the progress of scientific need, which corresponds, in part, with the psychological order in which the teacher will desire his pupils to learn the natural sciences. Columbus came before Captain Cook, and Roger Bacon before Newton.

This seems to us a very *ignis fatuus*, and the bearing of the last sentence we fail to see. Astronomy was the first-born of the sciences, if we exclude theology, but a pupil takes it in his last year at college.

A few inaccuracies should be corrected in a second edition. On page 26 Tennyson is misquoted; on page 36 we find *Le Contrat Sociale*; on page 120 "neither of these time-tables are offered"; and not a few split infinitives.

Nature Study and Life. By CLIFTON F. HODGE, Ph.D. (7¼ × 5 in., pp. xvi., 514, illustrated; price 7s. Ginn & Co.)

This is a useful and interesting book, and we cordially recommend it to all those who are meditating the introduction of Nature study into ordinary school work, and also to those who have already done so. It is not so much because the theories and pleas set forth are novel—in the main they are not so—that we think highly of the book, but because the applications of them to the practical work of educating the young are so fresh and clear-sighted and sound. Dr. Hodge is a biologist and an assistant professor in Clark University. He is also—we

had almost written *therefore*—a sound Froebelian; and the theoretical side of what he has to tell us is little more than a fuller and more modern statement of what Froebel urges upon us in "The Education of Man." He is sparing in his use of, though he does not entirely abstain from, arguments drawn from the supposed order of the development of the human race—arguments of which some of us are growing a little tired, and would gladly postpone until we know something more definite about that order, and how far that order was due to successive environments, which in the main have long ceased to exist, and cannot be even artificially re-created. His arguments rest rather on knowledge of child-nature and child life, and on the experience which has been gained from actual use of the methods and materials advocated. It does not so much matter whether *ownership* came early in the history of the human race as a civilizing force as that it is practically found to be of immense value in the ethical training of little children—and of big children too. The same applies to the educative use of the living environment, of the things which *live* close about the child, and the use of these in such a way that a valuable practical result in the present or the near future is evident to the child—and, let us add, to the teacher as well. Whether it tally with the history of the race or not, it is a known fact that the concrete, the real, the practical are of far greater power in arousing, maintaining, and directing the interested attention of children than what is abstract or ideal, or merely passive and theoretical. These are some of the principles on which Prof. Hodge acts or would have us act; and his chapters show us excellently how these or others may, without undue difficulty and undue expense, be put into practice in the education of children.

Naturally we begin with children's pet animals and other living things of which they are fond. From these we pass to insects on which the pets feed or from which they suffer; household insects and how to study them and observe the good and harm they do—how to foster and help the good, and how to prevent the harm. These soon lead us to plants and to garden studies. Here it is, in connexion with children's gardens, that the ethical value of ownership is dwelt upon, as also the value of utilizing what the children produce. And so we turn to consider the care and propagation of plants—garden insects, beneficial and otherwise—and thence to insectivorous animals. Amongst the last named the common toad and its nature and uses receive careful consideration; and the ethical and practical lessons to be learnt from these considerations are excellently set forth. Pausing for a while to consider common frogs and salamanders, we are led by the insects to turn our attention to birds of the garden—how they help and how they harm, how to facilitate and promote their efforts in the one case and how to checkmate them in the other, the practical domestication of wild birds that are useful, the taming and feeding of birds. The English sparrow here comes in for much oburgation, and should feel as unhappy as the Jackdaw of Rheims. Next we are taken to elementary forestry, or the propagation and treatment of common trees. Useful directions are then given as to how to construct and to manage aquaria and vivaria. The book then closes with some remarks on miscellaneous animals, and a couple of chapters on flowerless plants and how and why we may study them. At the end we are given a very full and very useful programme of Nature study for nine school grades, and a full index.

This enumeration of the topics dealt with gives but a very imperfect idea of the value of the book. It brings out the *connectedness* and many-sidedness of the study, but it omits the plans, suggestions, and inferences which are so prominent and so attractive a feature of what Prof. Hodge has to tell us. Our readers must learn these things for themselves. They will repay careful attention; for the keynote of the book is that these things have been tried, and tried successfully. The illustrations are numerous and are very satisfactory, especially the photographs; and the charts of information, book-lists for reference, and the like are all skilfully constructed and likely to be of real help besides being decidedly suggestive.

Everyman: a Morality Play. With an Introduction and Notes. (Price 1s. A. H. Bullen.)

Mr. Bullen has done a good work in publishing, at the easy price of 1s., a modernized version of "Everyman." All who

saw this naive and impressive "morality" while it was being acted in London, first at St. George's Hall and later at the Imperial Theatre, will jump at the opportunity of possessing themselves of the text. But it should be read also by those who did not have the good fortune to witness any of these remarkable productions by the Elizabethan Stage Society. And readers who fear the difficulties of archaic spelling and obsolete grammatical constructions will be glad to learn that Mr. Sidgwick, who edits the play, has modernized the spelling just enough to make the little book quite easy reading—and placed in the margin explanatory notes, wherever an old word or a disused construction presents a difficulty in the original copies. The question of the authorship of "Everyman" and of its relation to the Dutch "Elckerlijck" is discussed in a short, but interesting, introduction. Mr. Sidgwick is of opinion that the Dutch play, not the English one, is the original work, and that a certain Peter of Diest was the author. And he tells us that, "in treating of this question not long ago, Dr. Henri Logeman, of Ghent, put forward the credible theory that this Peter of Diest was Peter Dorland, an historian and theologian of a speculative and mystic turn of mind, who lived at Diest during the latter half of the fifteenth century." The history of the play is interesting; but the play itself is much more so. And we much wish it might be revived, not only for the benefit of London playgoers, but for the instruction of the common people. As has been proved, it may be adequately staged with scenery and machinery easy to transport from village to village in vans. Among those who saw the piece acted in London, some doubted in advance whether they might not be shocked by the presentation in a theatre of matter so solemn and sacred. But the actual representation was so exquisitely reverent and simple that the doubt was forgotten before the performance was well begun. Our space does not allow us to give an analysis of the "morality." A few lines from the prologue will, however, give an idea of its motive.

The story saith : Man, in the beginning
Look well, and take good heed to the ending,
Be you never so gay :
Ye think sin in the beginning full sweet,
Which in the end causeth thy soul to weep,
When the body lieth in clay.
Here shall you see how Fellowship and Jollity,
Both Strength, Pleasure, and Beauty,
Will fade from thee as flower in May ;
For ye shall hear how our Heaven King
Calld Everyman to a general reckoning.

Trite and universal as is the theme, the story is so worked out with perfect simplicity and piquant truth to life that one follows the action of Everyman with the keenest individual interest. The *naïveté* of the language and ideas strike one first; but gradually one realizes that the old "morality" is a very subtle and finished bit of art. The allegory is never confused, nor is the dramatic vitality ever lost; and the moral is enforced with a delicacy and tenderness that cannot be too much praised. The terror of death is there; not, however, as ecclesiastical terrorism, but as the inevitable fact to be faced by every man, with or without religion. The falling away of good fellowship, kindred, goods, and, finally, strength, beauty, discretion, and the five senses, comes in with all the pathos of reality. Everyman is led by Knowledge to Repentance and Reconciliation with the Church. And his Good Deeds, in the beginning bound down by his sins, rise up and stand by him in the hour of death.

Life and Letters of Henri Taine, 1828-1852. Translated from the French by Mrs. R. L. DEVONSHIRE. (Price 7s. 6d. net. Constable.)

A phrase in the preface, "the documents that we are now bringing to light," leads us to hope that this volume is only a first instalment. It takes us only to Taine's twenty-fourth year and his *début* as a man of letters by the publication of his thesis for the Doctorate of Letters, his essay on La Fontaine's Fables. Correspondence occupies nine-tenths of the volume, and the "Life" is restricted to a bare chronicle of events, the facts that are needed to make the letters intelligible. Now and again the English reader would have been grateful for an explanatory note. "The best representative of this country, my dear chap, is the Abbé Gaume, the author of the gnawing worm of which your review speaks. I feel it, and I am beginning to

gather the flowers of my position." We wonder what proportion of Mrs. Devonshire's readers will recognize the allusion to "Le Ver Rongeur," a diatribe against Latin verse making. On the whole the English translator has acquitted herself creditably, and we can pay her the highest compliment possible, that the letters do not read as a translation. There are still a few ugly gallicisms which should be expunged—"vulgarisation," "my universitarian future," "Wakefield minister" (for Vicar of Wakefield), "the universal suffrage," "of the expression"; and it is evident that Mrs. Devonshire is not a classical scholar. We find "Macrobus" for Macrobius; "Minutius, Felix" as two names; besides such obvious misprints as *Dii bonii*, *hai* for *kai*, *barbaro* for *barbara*, which should have been corrected by the printer's reader, and Latin on pages 73 and 227 which we cannot construe or scan. These slight defects will not interfere with the interest of the letters, which reveal a remarkable personality, more admirable perhaps than it is attractive. Taine, by his will, expressly forbade the publication of all intimate and private letters, and it is doubtless in consequence of this restriction that we find here little of the satiric touch and keen observation of character that we look for in the author of "Contemporary France" and "Notes on England." Here Taine reveals himself only as the austere student, a man of few friendships, though these are to him a cult, a religion, the only thing besides philosophy for which life is worth living. Of mankind in general, not only the profane crowd whom Horace hated, but the average educated man, his fellow-students at the Ecole Normale and his fellow-professors at Nevers and Poitiers, he speaks with a contempt which rivals Carlyle: "Stupidity, violence, ignorance, and cowardice are the ingredients which the Creator mixed together when manufacturing the human race." And, while with Carlyle we are conscious that much of his misanthropic declamation is consciously exaggerated—a safety-valve for pent-up feeling, a literary form of swearing—Taine's cynicism is genuine, he means every word that he says, and he acts on his beliefs, eschewing all society, studying ten hours a day in his solitary chamber, his only relaxation his piano and a weekly letter to Prévost Paradol or some other of the three or four kindred spirits he had found at the Ecole Normale. The correspondence of such a man is bound to be somewhat monotonous, and we cannot recommend the volume to readers who have no taste for metaphysics. The study of history was a later stage, but the letters reveal clearly Taine's philosophy of life which underlies his work as an historian. To us the letters have a special interest, as they bring out the contrast between an English schoolmaster and a French *professeur*. Here is Taine, the most brilliant pupil of the Ecole Normale, glad to accept a mastership at £65 a year, non-resident, and hoping for a rise of £20 when he passes his *agrégation*. His English analogue would be complaining of the wretched pittance of a junior Harrow or Rugby mastership—some four or five hundred a year—and looking forward to a house which will bring him in a round thousand. But then Taine has two hours' work for five days a week, and his English counterpart has more like ten hours a day, Sundays included.

Grieb's Dictionary of the English and German Languages.

Tenth Edition. German-English Part. (Frowde.)

Prof. Schröer has now brought to a happy conclusion the laborious work on which he has been engaged for a number of years. He and the publishers have succeeded in recasting the Dictionary of Grieb, so that what was a notable piece of work in its original form has become the best intermediate dictionary of the German and English languages, both in matter and form. The most obvious additions concern the pronunciation and etymology. With regard to the former, we observe with some regret that the practice of letting each word be followed by its pronunciation in transcript, which was observed in the English-German part, has not been carried through in the German-English. It would have been useful for foreign teachers to have each word transcribed in *Bühnendeutsch*; but Prof. Schröer gives his reasons against doing so in his preface, and at the same time supplies a brief, but very useful, comparison of German and English speech sounds. In the dictionary itself we find occasional indications of accent and of vowel length.

The etymologies are also a new feature; but here exigencies of space have apparently rendered it necessary to be very concise. Even the tenpenny *Detter* is more complete in this respect. Often merely the Middle High German equivalent

appears, and there is no suggestion as to the origin of the word—see, for instance, *Armbrust, Arzt, Essig, Kirche, Kirsche, Schurz*, and compare the more satisfactory explanations of *albern, Bursche, Pfau, Pferd, Speise, Tisch*. *Schon* is rightly connected with *schön*, but not *fast* with *fest*. The word *Wonne-monat* is rendered: "(lovely) month of May," which suggests a wrong derivation.

The arrangement of the articles is in the great majority of cases very good, and the renderings are generally idiomatic. The articles on *doch* and *ja*, however, do not distinguish clearly between the accented and the unaccented forms. Only here and there do we meet with stiff or old-fashioned phraseology. It is a mistake to think that every English word which appears in the English-German part ought to reappear here as the translation of a German word. Of renderings which seemed unsatisfactory we have noted: "the belles lettres" for *Wissenschaft*, "telephonic office" (*Fernsprechstelle*), "oppositionist" (*Oppositionsglied*), "anywhere" (*vieler Orten und Enden*), "to imparadise" (*zu einem Paradiese machen*). The colloquial "posty" (for a postman) is unfamiliar to us; on the other hand, the only colloquial forms given for policeman are "bobby, peeler" (*s.v. Polizeidiener*; none at all *s.v. Schutzmann*), of which the former is heard, but the latter is much less common than "copper, slops." The proofs have been read with commendable care, but some slips have remained—e.g., "intelligene office" (*s.v. Auskunft*) "is has done" (*s.v. aufhoren*), "spunge" (page 376), "brillant" (twice, *s.v. brillant*), "Epyrus" (*s.v. Pyrrhus*). The hyphen sometimes occurs where we generally omit it—e.g., "lunatic-asylum," "wedding-day."

There is a convenient list of abbreviations at the end, which is tolerably complete, especially if the reader remembers that there is another list at the beginning. The two should undoubtedly have been combined. We have noted a few small points:—*l.c.* should be given (*q.v.* appears); *Man.* for Manitoba (Kan. for Kansas is given); *O.P.* in the theatrical sense; *N.D.* = no date; *Mdle.* should be *Mlle.*; *Lieut.-Col.* should be *Lt.-Col.* "*Post Grand Master*" is a curious designation (*s.v. P.M.G.*).

These are, however, details of little importance; their enumeration is by no means intended to disparage the work as a whole. It will remain for some time the most convenient and trustworthy dictionary for the upper forms of our schools, as well as for ordinary private reading; and we again thank Prof. Schröder and the publishers for the great care and industry devoted to this work.

"Temple Series of Classical Texts."—*C. Julii Caesaris de Bello Gallico Commentariorum Liber Primus*. Edited by A. S. WILKINS, LL.D., Litt.D. (Dent & Co.)

We opened this little book with high expectations: we close it with combined feelings of amusement and dismay. The binding is neat, the type is clear, many illustrations, one of them richly coloured, allure the eye, and the name of Prof. Wilkins on the title-page gives promise of good matter. It is a pity, we thought, that a scholar of such eminence should be ploughing an exhausted soil, but he will at least guide the ploughshare with consummate skill. To our astonishment he is found to be less dexterous than the common labourer. His work is so slovenly as to be valueless; he has taken no pains to be accurate or consistent with himself. The result is a text-book unfit for use in schools in spite of the care that the publishers have bestowed on the production of it. Let us look first at the inaccuracies, or rather at one or two out of a hundred. Doubtless Prof. Wilkins knows all that can be known about the word *temere*; we are therefore surprised that he should state, without any qualification of the statement, that the final *e* is long. He compensates for this by making the final *e* of *libere* short. Then he asks us to believe that side by side with *mōlimen* was a form *mōlimentum*; which, it is needless to say, there was not. We should have been perplexed at *oculus* and *seditiosus* had we not previously met with *Gallicus* and *dubito*. In short, quantity in the vocabulary—it is in the vocabulary that these markings occur—of this unhappy book has been distributed as if from a pepper-box. That a form so important as *coepus* should have been omitted and that *sustineo* should be said to make *sustini* in the perfect will now excite no wonder in our readers' minds. It might be supposed that we are dallying with chance misprints. The inconsistencies in the book are more striking than these unattended blunders of the vocabulary. If we were to judge Prof. Wilkins by his present performance, he would seem to be remarkable chiefly for a certain duality of mind. He makes his *Rauraci* lie somewhere to the north of Switzerland; in his vocabulary he corrects himself and puts them in Switzerland, between Basel and the Aar; moreover, they are *Rauraci* in his text and *Raurici* in his vocabulary. Of the *Sedusii* in his annotation he declares that nothing

is known; in his vocabulary he describes them as a German tribe living between the Main and Neckar. The uncertain *Noreia* is to him a peculiarly evasive place: in the notes it is "north of the Brenner pass, east of Switzerland"; the vocabulary unhesitatingly identifies it with Neumarkt in Styria, which is as remote from the Brenner pass as can reasonably be wished. In his vocabulary he has inserted *emolumentum, labour, difficulty*, not aware that in his text he had accepted *mōlimento* in the one passage (I. 34, 3) where the word in this sense is ascribed by MSS. to Cæsar. Is the proper form *Triboces* or *Triboci*? The vocabulary permits us to choose; the text will hear nothing of either and prints *Tribocci*. Yet, after all, we cannot think that it is Prof. Wilkins himself that stumbles about thus wildly. There is a mystery connected with the book, of which two solutions are alternatively possible. A vocabulary intended for some other edition was found in uncorrected proofs and accidentally bound up with Prof. Wilkins's (not very valuable) notes; or else the Professor had the vocabulary made to order, and the maker played a trick on the Professor. In any case, it is the editor that is responsible for the hotch-potch about to be sold under his name. His services to education have been so considerable that we cannot believe him capable of allowing such a composition to circulate in schools. Even the humble art of book-making should be maintained at a decent level; and the intelligence of the boy must be respected in his school-books.

"University Tutorial Series."—(1) *Caesar: Civil War, Book I*. Edited by A. H. ALLCROFT, M.A. (2) *Livy, Book XXI*. Edited by A. H. ALLCROFT, M.A., and B. J. HAYES. (1s. 6d. and 2s. 6d. W. B. Clive.)

The method of these books is that of the series to which they belong. Keeping certain examinations sternly in view, the editors give the student just what he is likely to want in preparing himself for them. Textual criticism has no place in the commentaries, and finer points of scholarship are ignored. On the other hand, the historical introductions and the notes, concise and accurate, are adequate to their purpose. The limitations are as acceptable to examinees as the matter contained in the limits; especially do those who read without a teacher find their account in using the series. The end proposed is not very high; but, since we are nowadays told that *Zweckmässigkeit* is itself a virtue, the books, as possessing that quality, must be called good and not bad. They will not woo men or women to love learning, but they will help them to win its titles. The portions of Cæsar and Livy (the whole of Book XXI., not, as in an earlier issue, only chapters 1-30) here edited are set respectively for the Cape of Good Hope University Matriculation in 1903 and the London University Matriculation in June, 1903. Candidates for these examinations will find their labours guided and lightened by the new editions, which have been prepared by experienced men, and in which the scholarship is sound as far as it goes. We wish the books success in the sphere for which they are designed.

Euripides' Alkestis. Adapted and arranged for Amateur Performance in Girls' Schools by ELSIE FOGERTY. (Price 2s. 6d. net. Swan Sonnenschein.)

The educative power of dramatic representation has long been known; Miss Fogerty's object is to assist those who wish to utilize it, especially in schools for girls. Whilst the exercise is not without its drawbacks, the old humanists, notably Sturm, cherished it as an aid to rhetoric; and the young may get from it not merely graces of voice and carriage, but also the refining influence of high sentiment expressed in noble words. But the play is the thing—the play, a moral atmosphere and a wise control. As to the first, Miss Fogerty has made a commendable choice; for, whatever may be the literary merits of the "*Alkestis*," in the heroine we have a tender and lovable woman whose self-devotion will enshrine her in the hearts of girls. The drama, offered mainly in Mr. Way's version, is intended to be performed, as we are told, "under modern conditions"; and, although an Apollo moving in amber "focus" limelight, and the banishment of masks and buskins, may shock the archaeologist, the plan of imitating only the broader features of Greek stage-craft has much to recommend it. Whilst the proscenium as it was at Athens must accommodate itself to new demands, and we should not care to vouch for every detail of the costumes prescribed, yet the innovations have the effect of promoting convenience without offending the canons of taste. The chorus, of course, is kept; but for the aimless wanderings that are commonly believed to represent the movements of the Greek singers a variety of action, picturesque and significant, is suggested by means of marginal notes. This is well; but we trust that Miss Fogerty will reconsider her proposal that when the play is acted in a girls' school a chorus of Phææan maidens should be substituted for the "elders of Phææ." It is true that the commonplaces of a chorus often might issue from any lips; but a great poet must be allowed to determine the relation of background to foreground in his own picture. Girls who can play Admetos and Herakles can play old men; and that Euripides had old men in view is clear, not only from the grammarian's argument, but, as we hold, from the text of the piece. However, the work as a whole is so carefully done that we mention this infelicity with regret. The book leaves nothing untouched. On lighting, dress, properties, the arrangement of the stage, and aptness of gesture the amateur will find in it instructions derived from knowledge,

experience, and a fine sense of dramatic fitness. We heartily commend it to those for whose use it has been planned.

A First Latin Course. By E. H. SCOTT and FRANK JONES. (Blackie.)

We greatly prefer this Latin book for beginners to the comic Latin primer which was the last book of the kind we noticed. This is written by two assistant masters in one of King Edward's Schools, Birmingham, and bears on the face of it the marks of direct experience. A boy who has gone through it, that is at the end of the first year, will be in a position to tackle consecutive Latin prose such as selections from Cæsar or Ovid. First comes the reading, beginning with the simplest sentences; then colloquial practice on the sentences; and lastly the written exercise, founded likewise on the reading. Grammar takes a back seat, and is portioned out according to the pupil's needs. A good and novel feature is the proverbs, lines of poetry, &c., to be learnt by heart from the very first. The plan of the book is thoroughly sound, and it has been well carried out.

"Heath's Modern Language Series."—*German*: (1) *Harold*. Von ERNST VON WILDENBRUCH. Edited by C. A. EGGER, Ph.D. (Price 1s. 6d.) (2) *Zriny*. Von THEODOR KÖRNER. Edited by F. J. HOLZWARTH, Ph.D. (Price 1s. 6d.) (3) *Leberecht Hühnchen*. Von HEINRICH SEIDEL. Edited by ARNOLD WERNER-SPANHOOFD. (Price 1s. 3d.) (4) *Kleider machen Leute*. Von GOTTFRIED KELLER. Edited by M. B. LAMBERT. (Price 1s. 6d.)

These books having their origin in America, the first question, from our point of view, in connexion with them is whether they are suitable for use in English schools. After due consideration, we may answer, yes. It is true that there will be found in them forms that we have come to regard as Americanisms, such as *valor*, *traveler*, *defense*, and so forth; together with occasional exemplifications of the split infinitive. We have no right to meddle with the independence of the American people; but we are entitled to protect our own boys and girls, and we state, for the benefit of those to whom these things are stones of offence, that they lie along the reader's path. Yet the number of deviations from ordinary English usage is small, and the earnest teacher might even utilize them as the basis of a lesson in patriotism. To speak seriously, no grave danger is to be apprehended from the neat, handy, and well printed booklets of which Heath's "Modern Language Series" is composed. It would be cruel to break the little red butterflies on the critical wheel; nor do the books deserve hard censure. They are all edited by competent men. Two of those before us ("*Leberecht Hühnchen*" and "*Kleider machen Leute*") have vocabularies; the other two ("*Harold*" and "*Zriny*") are without. The annotation is of the kind called thin by those of the older school; sufficient by followers of the new teaching, under which the text as a means to "the effective acquisition of the spoken and written language" is the main concern. Mistakes our curious eyes have not been able to discover. If we have a fault to find, it is that vague paraphrase sometimes does duty for a close explanation. Thus, "*auf eigem Zaum und Sold*" ("*Zriny*"), a phrase, by the way, that Körner borrowed from his chief authority, is simply rendered "at their own expense." Again, "*die sogenannte Gründerzeit*" ("*Leberecht Hühnchen*") appears in English as "the so-called time of the stock-companies"—an equivalent that leaves the student in darkness, not dispelled by the vocabulary, as to what a *Gründer* is. The editors, it would seem, rely on the teacher to make good such deficiencies. But loose versions in notes encourage slovenly preparation. A few words may be added in reference to the authors edited. We are all agreed that German should be taught, in the first instance, from modern writers. If the "reform" method is to avoid the opprobrious epithet "commercial," and if literature is included in its scope as well as language, the matter of instruction must have literary form. It is a quality possessed by all the books here under review. But the language of the Swiss Keller is too fanciful and elusive to serve as a model of German style; and Ernst von Wildenbruch is the poet of a decadence. As to Körner, glorious in his death and war-songs, his rank as a dramatist has long been fixed, and fixed in a humble place. His "*Zriny*" is a drama of which some clever woman (was it not Dorothea Schlegel?) said that nothing was clear to the author's mind except the catastrophe, and the catastrophe was an explosion. The play being poorly made, and in a weak imitation of Schiller's manner, it were better to go at once to some strong masterpiece of the master, such as "*Wallenstein's Tod*," than to linger amid the vapourings of the disciple. But, after all, the selection of a text-book rests with the teacher, and nowadays our teachers can vary their labours at will. We cannot but be grateful for the vast widening of the field of choice since the days when all our girls wept with Undine, and all our boys were youthful Tells, or drearily wise with the wisdom of Nathan.

Hygiene: a Manual of Personal and Public Health. By ARTHUR NEWSHOLME, M.D., F.R.C.P. New Edition. (8¼ × 5½ in., pp. viii., 356, illustrated; price 4s. 6d. George Gill & Sons.)

When a book has been before the public for twenty years and enjoys a steady popularity there is little to be said about it beyond chronicling the fact that it is in a new edition, and pointing out what changes

have been introduced. In this case the book has been largely rewritten, much new matter has been introduced, and everything, as far as possible, has been brought up to date. In former editions, Dr. Newsholme tells us, his chief aim was to meet the requirements of science students and general readers. He has now attempted to include the requirements of medical students and of such practitioners as do not need the detailed statements contained in larger text-books. To these, we think, and to candidates for diplomas in public health and in sanitary science, this edition will prove useful, though perhaps a few may find the book too non-technical for their purpose. The new chapters deal with Dietetics, Trade Nuisances, Meteorological Observations, Tuberculosis, Disinfection, and Vital Statistics. Some useful mathematical problems and the modes of solving them are also given in connexion with certain branches of hygiene such as diet, water analysis, exercise, ventilation, vital statistics, &c. This, we think, will give a fairly clear idea of the main features of the new edition. We are not sufficiently experts in medical and scientific matters to venture on criticism from that point of view. But, speaking simply from a schoolmaster's point of view, we may say that the book seems to us a very useful one and should find a place in every schoolmaster's library, for it deals wisely and clearly with many a topic on which school authorities should be well informed.

Life and Health. By ALBERT F. BLAISDELL, M.D. (7¼ × 4¼ in., pp. vi., 346, illustrated; price 5s. Ginn & Co.)

This book is described on the title-page as "a text-book on physiology for High Schools, Academies, and Normal Schools." It is shorter and simpler than the author's "*Practical Physiology*," but follows the same plan, and makes use of much of the same material and many of the same excellent woodcuts. A specially good feature is the introduction into the text of a large number of simple practical experiments which can be performed with inexpensive and easily obtained apparatus. The descriptions are remarkably clear and easily understood; and in dealing with the facts of anatomy and physiology mentioned the author has very wisely taken as his guide their direct bearing upon personal health, so that the young learner may begin to understand some of the great laws of health and apply them to his or her own daily life. Incidentally the nature and effects of alcohol, tobacco, and a few common narcotics are touched upon; and some useful practical advice is given on the prevention and restriction of disease, the care of the sick-room, and first aid to the injured. The book is complete within its limits, is not overburdened with matter, and is likely to prove very useful.

Lessons in the Use of English. By MARY F. HYDE (7¼ × 5 in., pp. xii., 209, illustrated; price 2s. D. C. Heath & Co.)

In this little book the author states her aims to be: "to develop the child's power of thought, to form in him habits of correct expression, and to give him a taste for good literature"—all this, of course, in an initial or rudimentary stage. We have little doubt that in the hands of an intelligent and sympathetic teacher the book is well fitted to aid the fulfilment of these aims. The plan of carefully graded written composition, interspersed at intervals with simple grammar observations and rules; of oral composition, consisting of the reproduction of simple stories just read or listened to, or in short descriptions of what the pictures given tell us; of passages for dictation and poems to be learnt by heart; and of letter writing and the combination of short statements into continuous and connected sentences—all this is in our opinion well planned and thought out. Here and there the grammar seems to us a little old-fashioned and imperfect—e.g., the division of verbs into transitive and intransitive only (which refers to verbs of *action*) and omitting verbs of *state*; the defining of pronouns as words which are used for nouns, which refers only to personal and demonstrative pronouns—but these are very minor affairs, and do not affect the general efficiency of the book. Teachers are constantly asking for advice as to how to teach English composition. Here is a good and sensible plan, and we advise them to give it a trial.

"Black's School Shakespeare."—*Richard III.* Edited by L. W. LYDE, M.A. (7 × 4½ in., pp. xxxvi., 160; price 1s. A. & C. Black.)

Our readers must by this time be well acquainted with the general characteristics of this series. The volumes are well printed on fairly stout paper and strongly bound in cloth. The annotation is as brief as possible, and the introduction, to a large extent, deals with the dramatic and literary sides of the plays. The editors are practical teachers rather than specialists in Shakespeare study. In the case of this particular play the introduction is fairly well written, but, though not unduly long, it might be considerably shortened. We do not quite see the object of telling the story of the play in eleven pages, unless it be to show how much better Shakespeare himself can do it. Nor is there much good in discussing the date of the play when no use is made of it after it has been found. For the rest, the introduction is fairly satisfactory and likely to be useful—though, of course, most of it will not be studied until the play has been carefully read; and so, properly speaking, it does not introduce. The notes deal almost entirely with what is typically Elizabethan in language. In this, however, they are severely

(Continued on page 652.)

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Not very long ago we noticed with approval the first volume of this little book. The second volume is quite as well written as the first, well informed, and fairly well illustrated. Adopting Carlyle's view that the history of a nation is the history of its greatest men, the Board of Education recently suggested a scheme of lessons on great Englishmen as a suitable course in history for the middle division of a school. So Messrs. Black entrusted to Mr. G. Townsend Warner, of Harrow, the general editorship of two such volumes forming a complete two years' course. The result is before us, and a very satisfactory result it is. The choice of "great men" is just what it should be. It consists of soldiers, sailors, statesmen, writers, men of science, travellers—twenty in all. The style is simple and attractive, and the key-note is admiration for manliness, ability, self-sacrifice, and love of country. No boy or girl will read the book without being the better for so doing.

A Practical English Grammar. By F. RITCHIE. (Price 2s. 6d. Longmans.)

This grammar attracts us even more by its omissions than by its positive merits. Irregular plurals and feminines, the logical classification of substantives—all that useless *farrago* which usually confronts the beginner—is here omitted or relegated to a note in small type. Further, the arrangement is strictly synthetic, and the sentence is built up step by step from its simplest form. Lastly, practice, from the very first, accompanies precept. We are not so sure that Mr. Ritchie is well advised in excluding entirely all reference to historical grammar, philology, and phonetics. Assuredly it is labour lost to teach children orts and fragments of Early and Middle English; but, on the other hand, it is often impossible to analyze a sentence correctly or even to determine what part of speech a word is without a knowledge of the older forms, and simple derivations, as of *near*, *should*, adverbial-ly, interest children and stick in their memories. We have noted a few points for comment. "Kind hearts are more than coronets [are much]." This is surely a forced explanation; and how would Mr. Ritchie supply the ellipse in "more than enough," or how would he account for "than whom"? "Case" is nowhere defined, and, in consequence, the treatment of the English cases is not quite satisfac-

tory. The same remark applies to "gender," which is not clearly distinguished from sex. On page 199 "quality" must be a misprint for "qualify."

A Spanish Grammar. By M. MONTROSE RAMSEY. (Price 7s. 6d. George Bell & Sons.)

A masterly treatise which deserves to be placed in the very front rank, side by side with the author's "Text-Book of Modern Spanish." The subject-matter is scientifically arranged, the rules are concise and clear, the exercises (fifty-two) are constructed on a definite plan, and there is a full Spanish-English and English-Spanish vocabulary. The "Synopsis of Forms" intended for reference will be found to be of very great service. There is a large amount of what might be termed "outside" information, dealing with points of interest and importance which are often omitted from grammars or, at best, treated too briefly. Take as examples the "Forms of Address" (pages 106-108), the "Explanation of the Complex Spanish Family Name" (pages 108-111), and "Social and Epistolary Usages" (pages 519-525). Where is the student who will not be grateful for these?

A First Course of Practical Science. By J. H. LEONARD. (Price 1s. 6d. Murray.)

There is, perhaps, nothing strikingly new in the subject-matter of this little book or in the mode of treatment adopted; but the author evidently understands the difficulties which assail a young boy who starting on a course of experimental science. The instructions are extremely explicit, and one is inclined to think that rather more might have been left to the teacher; for, although we agree with the author that "the careful following of detailed instructions for a special purpose is in itself a valuable mental discipline," yet a young boy is very apt to lose sight of the object of the experiment he is performing if he has to work through a long list of printed instructions. The usual measurements of lengths, areas, volumes, and densities, with some exercises on centre of gravity and levers, are followed by experiments on air pressure, and the book concludes with simple experiments on heat and exercises in solution, filtration, and distillation. It can certainly be recommended as a good preparatory course in view of more advanced work.

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PEDAGOGUES, THEIR PILOTS, AND THE UNIVERSITIES.

By P. A. BARNETT.

IS it not high time that some corporation which has a real right to speak about education as a national interest and a skilled craft should give the country an authoritative lead on the problems of practical education which daily grow more complex?

Some of our present "educationists" remind one, *salva reverentia*, of nothing so much as of the small boys who possess themselves of mounds derelict within their spheres of influence and proclaim themselves, to town and universe, as Kings of the Castle. This or that fortuitous eminence is captured by a prophet, anointed or not, and therefrom he pronounces allocutions of varying quality, but almost always with a conviction of his own unquestionable competence, on sociological questions of most serious import. Myself a miserable offender, I am free to denounce the offence. "Et ego in Arcadia." I propose to make a plaint, after my kind; and, after my kind, to add one more negligible proposal to those so liberally presented to the world. One merit of the forthcoming suggestion (a merit in such cases rare) is that it is not only practical, but has been shown to be practicable.

The Universities, which should have helped us, or at least stopped our mouths, have passed us by on their asses when we were in real straits, regarding these as none of their business; the post of benefactor will soon be filled by others, as competent perhaps, but armed with no such prestige as theirs, unless they themselves see to it that the republic takes no further hurt.

Surely it is not a little curious that the bodies which, in the truest sense, stand at the head of organized national education should be so neglectful of their duty as to remain complacently silent when the highest social and intellectual needs of the country call for their help and leading. Indeed, if visions are not about, this help and leading are, of all things in this English world, becoming largely official. Almost every other organized body that has a constitution, chartered or unchartered, has raised its voice to give direction, or, at all events, to protest against any discrimination that may affect its interests; the Universities alone, to whom Trojan and Tyrian alike are dear, whose disinterestedness and credentials could not be questioned, are silent. Yet things are not going to be as they have been hitherto.

For nearly a whole generation Oxford and Cambridge

have determined, though probably without meaning it, the main course of English secondary education. Not only have their own curricula set up the ultimate aim of the most continuous and strenuous school studies, but the school and public examinations which they have organized have given their definite characters to the curricula of thousands of pupils who were never meant to matriculate, and also—a fact no less important—to the conventional methods by which those studies have been conducted. About these facts there can be no doubt at all, as can very easily be seen. Schools of the first rank have long been considered to prosper in proportion to the number of their pupils who gain distinctions at the two older Universities, without regard (Heaven knows!) to the missing tablets of those who have suffered shipwreck on the voyage; schools of a lower rank have toiled behind on the same route, wheezily protesting that they are going in another direction as well as that to which their faces have been apparently turned. Until quite recent days, public schools of the first degree which boldly set before themselves another ideal have mostly dragged on a miserable existence towards painful self-extinction, as was, for instance, the case of the Isleworth International College, built on the prescriptions of Huxley and Tyndall, and blessed by Cobden. But the innovators are now capturing all the public machinery, which has been despised, or at least ignored, by the rightful custodians of education; and the future determination of the main line of public education seems likely to fall into the hands of an earnest minority representing a single side of national intellectual interests. The result is not creditable to Oxford and Cambridge, nor, I think, entirely good for the country.

For some time, through good and evil report, a certain number of enthusiasts have demanded for education a place and name, of its own right, in the annual stock-taking which is the business of the British Association for the Advancement of Science; and it is indeed no insignificant matter that their efforts have at last succeeded. Whether they have had in their minds merely the use of the experimental sciences as the main gymnastic of education, or education as a working system to be devised on a basis of ascertained fact as to the needs of mankind (and England) and the constitution of men (and Englishmen), is quite another thing; the doubting Thomases may perhaps pardonably shrug their shoulders, and wonder what "scientific" conception of education has been reached by some of those who talk so glibly about the "science" of education. Yet the step means much. At the least it would appear that education, so long the victim of unauthorized programmes and imperfect experiments, is to be examined from base to apex in a systematic way. Nature is to be once more pursued into her recesses, and by the official huntsmen, too; we are to discover at last, and at last to place on record, the principles which determine the goodness or badness of our efforts to mould young people. No one man's *obiter dicta* or patent methods are to stand against a radical attack on the problems involved.

Heretofore public education in this country has been regarded mainly as an affair of machinery, of organization. Almost every effort to manipulate it, almost every reform, almost every controversy, has been decided not so much as something in itself of vast importance both to individuals and the whole nation, but rather with reference to the claims and supposed needs of this or that institution, of this or that class—the Church, the School Boards, the County Councils, the farmers, the merchants, the manufacturers, and so forth. Very rarely indeed has any attempt been made to define and examine this most vital expression of social energy as something which concerns man as man, the nation as a nation, society as a living and growing thing rather than a writhing bundle of competing institutions.

And yet its exclusion from the legal hierarchy of "sciences" is perhaps easy to explain. First of all, it is a sort of focus for the application of a large number of sciences: biology and its subsidiaries, sociology and the branches of sociology, the sciences contributing to it, these all concentrate their practical solicitude on education. If they can get at nothing else, they can get at the youth of society. In the next place, every one thinks—and rightly—that he knows a good deal about education: the mischief lies in the fact that he knows only one or a few aspects of it. Just because the area which it covers is so general, its interests so near to men's business and bosoms, men acquire

views about it easily; and fathers and mothers abound, some being at least as well qualified as the many bachelors and spinsters who so readily give instruction in the art of bringing children decently from the cradle to effectual citizenship. Again, in one or another shape, it is already the solicitude of a crowd of conflicting organizations; its aims and practices are inextricably associated with religious, social, and philosophical systems deep-set in tradition; so that, by a kind of paradox, people cannot take note of the common ground just because there is so much of it. Thus, on the very threshold of the subject, we are at a loss for an acceptable definition.

Every institution which really believes in itself sooner or later perceives that in order to survive it must propagate its ideas by influencing the young. To this extent, in its belief in the future and in the significance of the type as against the present adult, the world has always been evolutionary. So, as soon as the British Empire really and truly believes in itself as a live thing, it will not leave education to be swaddled by officials and amateurs; we shall all get our *congé*. When it becomes self-conscious, and not merely noisy and light-headed, it will insist on a responsible, systematic, and scientific examination of the problems involved. The patronage of the British Association is, at least, a sign of the times. The efforts expended by institutions so long independent and suspicious of one another are now, we hope, to be considered together, to be included in one really authoritative definition, to be co-ordinated, to be conceived as a whole, to be a "science" with a quotation on the science stock exchange.

It is not difficult to see that education, if it is a science, has a double and therefore ambiguous character; though the awkward facts are sometimes blinked by our jaunty theorists and instructors. It both tries to find out the ideal standard or aim by which to judge what actually is and seeks to formulate rules by which the ideal may be approached, if not attained. Most of the advice addressed to us ignores the first, while, with great confidence, it deals with the second, part of the task. Yet it seems clear that, if any progress is to be made, there ought to be some sort of general agreement about the ideal end, some accord as to the direction in which we are to look for the port towards which our sails are set.

On the other hand, *il faut vivre*. If we insist pedantically on this, the most scrupulous, way of addressing ourselves to our task, we raise at once the troublesome questions involved in ethics; and yet we cannot wait for the final verdicts of philosophy before acting. We are called upon to educate, and we do educate, in spite of a very vague sense of the ethical issues involved. The practical or positive side of the science is, so far, for all of us, the more important and inevitable, that we must appeal in the first place to common experience. If all schools are to come together and to discuss profitably the vexed questions—every one involving an immediately practical result—we must have some practical agreement. Socrates notwithstanding, the conventional position is a good start. "We say that that which all are agreed on is." The common conventional notion has it that education is a name justly applicable to any systematic efforts by which one person tries to make another better than he is. Something like this is probably the nearest we can get to a generally accepted definition of one of the very commonest social arts, the operation of one of the most primitive social instincts. It is not, of course, philosophically perfect; its usefulness for our present purpose is exactly its unphilosophical character. And, at any rate, any other definition will raise a more importunate crowd of protests. The one, for instance, to which Mr. Spencer's great name lent currency in the last generation, which regarded the process as enabling people to adapt themselves more perfectly to their environment, is not true to fact; we are continually teaching our pupils to alter their environment rather than themselves. Again, if we succeeded to the top of our bent, when perfectly adapted to our environment we should become mere automata. Once more, there are a host of cases, religious and moral, in which there can be no question of adaptation, the whole horizon being shifted from an actual to an ideal environment; that is, a large number of people regard education as primarily endeavouring in essential respects to make man actually independent of his environment—"dulce et decorum est . . . mori."

To be sure, Socrates is on our track after all. What kind of "goodness" are we to cultivate? Goodness for what? Is it to be considered with reference to the man himself, to the world,

to *his* world, to what? Are we to cultivate a mere technical ability, or a hazy cosmopolitanism; or is there a solid something in between, a *national* character?

Points like these must be approached early if only they are to lead to a discovery of abysses that divide us. We cannot smugly pass them by to talk of "methods." As a matter of simple flat fact they are actually the sources of most of the educational schisms that disgrace us. At all events, we should be better able, after tackling them together, to understand one another's language. Perhaps we might even find it possible to approximate or to modify views at present too grossly at variance. Assuredly, until this is done a very large class of questions cannot be discussed with any pretence to finality, particularly those involved in what used to be called the conflict of studies. Mere complacent remarks of either eminent or undistinguished persons will not settle matters for us with any approach to thoroughness; what one great or unknown name may warrant another will discredit. And all people have their psychology; to repudiate the term is not to abandon the thing. The difference between the avowed and the unavowed psychology is that the one, however invalid, is an honest endeavour to see things as they are, and the other is a refusal to look beyond an arbitrarily limited experience and horizon.

Besides, it would undoubtedly be found out that many disputants who had mutually committed themselves to partisanship from having called one another names, such as "humanist" or "naturalist," are really about matters of practice in accord. Even amidst the nebulous controversy that arose last autumn in the newly consecrated section of the British Association, there was, as this journal remarked, a singular unanimity about important middle axioms. Of course no less than this should be expected when so much of the foundation of a science is of necessity to be sought in the details of daily practice derived from secular tradition. People have educated, and educated well, for many generations; just as they built houses and bridges, and built them well, long before the use of squared paper made engineering easier than it was before. Education, too, has its squared paper, perhaps; though squared paper is not the whole of education. We cannot, in the meantime, affect to be surprised when we find that there is a good deal of material in education ready to our hands on which controversy need not, for the present at all events, be pushed to metaphysical bases. And effort organized without prejudice may do a great deal to get some sort of order—that is, science—out of chaos.

Education, both in general and in detail, has all through the ages here and there attracted the attention of great thinkers; and educational theory, like educational practice, has shared the phases and fortunes of other branches of philosophy and politics. Occasionally a prophet has arisen, like Rousseau, who has expounded to his generation theories of politics and education together with momentous effect. Sometimes, as was the case with Comte, the apostles have swallowed their master's general formulas, and followed, in practice, their own prejudices. But the attention given to the subject has tended to become more and more one-sided. It has tended to concern itself with the matter of instruction rather than with the person, the object of education. When the great Greek philosophers brought philosophy from the clouds to the earth, from physical to ethical speculation, they were amply justified by the fact that physical speculation was often visionary, and produced poor results in practice, whereas speculation in ethics and logic was based on solid grounds of experience, and therefore promised real guidance to action. Unfortunately, for a long time their deliverances were regarded not merely as starting points of operation, but as bases for building a whole superstructure of inferred knowledge and discipline. For the limitations of subject-matter imposed on them by the conditions of the knowledge of their time were long accepted as fixed and final, until the growing weight of discovery burst open the closed doors and compelled education to admit the claims of a host of active ideas, fresh systems of facts, new sciences, to be represented in the equipment of men for life. Thus, the physical sciences have conquered places for themselves in curricula. Whatever they were to Plato and his contemporaries, for us they occupy a very large area of human interest. Our conceptions of the world, as well as a thousand circumstances of our lives, have given them a universal import and meaning.

But, unfortunately, the importunity of these claimants, and

the transformations which they have effected and are ever effecting in the conditions of living, have absorbed too exclusive an attention. We are in imminent danger of forgetting that, if they are each to have a proper share with other interests in influencing the development of immature individuals, some order must be preserved amongst them; that they must be brought into rational relation with a finite and complex intelligence; that we cannot all know, much less do, all things. There is both a hierarchy in the sciences and a law in the development of man. To ignore either side of the equation is a gross offence against scientific method, whoever commits it, and can lead to no profitable result. Together with the materials for education, it is our bounden duty to consider the person to be educated as well. What combination is best for him, and for him in manifold? The fallacy of composition is particularly perilous in the practice of education.

To those who watched, without prejudice, the discussions in the new section of the British Association last autumn, few things were so interesting as the frequent ignorance of disputants concerning the cardinal points to be ascertained and the endeavours already made to arrive at them. All sorts of mouldering bones were dug up and rearticulated. The question was sometimes propounded as the case of the naturalists against the humanists; sometimes as science against classics; sometimes as the canons of sacred induction against the poor old battered syllogism; sometimes as the merchant and manufacturer against the don; sometimes as Tom, Dick, and Harry against the arrogant and supercilious schoolmaster; and very generally as the spirits of light against the powers of darkness. And, for at least one well informed speaker, the last word on the subject has been said by Mr. Spencer: "*Causa finita erat.*"

If it is only to clear these irrelevances out of the path of reform, the new section of the British Association may perform a work of enduring value. In truth, most of these and such-like questions—at all events, as they are understood by their propounders—have little purpose except for histories of educational theory. The problem which we have to solve to-day is how we can to-day influence adolescents for their good or (for the things are inseparable) the good of their world. This is the thing that matters. If a really scientific approach is made to the problem, we may expect that the great issue will be recognized as concerning, primarily, the future of the *child*, not of a class, or interest, or even of a science; and, if this is so, then we must not beat about the bush, but satisfy ourselves and other people what we would have, what we really desire the finished product of education to be. As matters stand, it is clear from the proceedings of the new section, if no other evidence were forthcoming, that there is a most marked discord amongst our guides as to the end to which education is to be devised and directed.

The very first discussion laid bare the earnest desire of one class of enthusiasts to devote the chief energies of national education to the production of an ample supply of young persons who could make themselves useful in a merchant's office on (or before) their fifteenth birthday. And this, if you please, was discussed as a prime question of the "science" of education. Even when the interests of the employer or the "consumer" were relegated to a proper place, the dominant idea was the rivalry of studies, rather than the necessity of determining the proper destination of the pupil and his preparation for it. There was a constant tendency for speakers to present themselves as partisans of a particular gymnastic, or at all events, to be so considered by others who were themselves partisans. Even Mr. Price's admirable examination of the claims of economics as a general study still left on the mind a sense of incompleteness and partiality. It is true enough that the study of economics has the vast merit of widening the area of observation and reasoning, and of being at the same time in perpetual contact with "facts"; but, having in view the youth of the new section, it certainly seemed that so special a study as economics could not profitably be considered in relation to a general scheme of education until some such scheme has been constructed, expounded, and discussed.

A nearer approach to reality was made when controversy turned on the methods of teaching a single subject of universal application, such as mathematics. This brings the specialists and the experts together to some profit. For no one disputes the right of mathematics to a large place in a complete or

integral curriculum. If it is not the basis, as Comte would have it, of the pyramid of studies proper, it is, at all events, the necessary cement of all the layers of sciences that build the pyramid; so that the means by which it can best be taught can be discussed without many preliminaries. And this order of preoccupation has the merit that it is taken in the true spirit of the positive philosophy, little regarded by those who forget that Comte deferred study of the subject till *after puberty*.

This suggests the line upon which, it would seem, immediate advance can be made. We must have temporarily ordered curricula, without waiting for vexed questions of psychology to be settled either on traditional lines or by the "genetic" studies that have already given much stimulus and caused some distraction to the practice of education in both England and America.

Why do we not take various schemes of studies as generally accepted in well marked grades of teaching—say the established primary, the traditional secondary, and the intermediate or "scientific" and commercial—and submit them, as "references," to a board representing high expert knowledge and opinion on the practice of organization of education? Let such a board appoint in its turn specialist committees in each generally recognized "subject," to report on the scope and method of each as a part of instruction, and on the school time required for its proper treatment. Then let the board collate the reports of all committees and publish general recommendations thereupon.

Something like this has actually been done in America. The National Education Association of the United States of America is an incorporated body with funds of \$125,000 to \$150,000. It is something between a Teachers' Guild and a National Union of Teachers as we have them—more popular than the one, more disinterested than the other. It holds two conventions a year: one, about February, of the superintendents of education from various States; and the other, in July, for teachers of all grades. The Council comprises, it would appear, two representatives from each State elected for life, who fill up any vacancies which may occur in their body.

In July, 1892, this National Council appointed a Committee of Ten to hold conferences of teachers of each principal subject which entered into the programmes of secondary schools in the United States of America, and into the requirements for admission to college; each conference to consider "the proper limits of its subject, the best methods of instruction, the most desirable allotment of time for the subject, and the best methods of testing the pupils' attainments therein." Each conference was to contain representatives of different parts of the country. A committee was thus appointed to select members and arrange meetings for conferences, nine in number; members were selected, and conferences met and reported to the Committee of Ten, whose general report, in December 1893, contained a summary and appreciation of the work of the conferences and their several recommendations.

The value of these documents it is impossible to exaggerate. There is nothing exactly like them known to me. The basis of the inquiry is democratic in the best sense, for it consists of the testimony of working teachers and experts; it is not merely official, imposed on the rest of the world by superior persons of none but hierarchical qualifications. Nor was it conducted in the interests of any special study or set of studies, nor were the deliverances of the nine several conferences left sprawling in mid-air; they were brought together on solid earth, considered in one general summary by the original Committee of Ten.

A work of like importance, but more specialized, was that of the Committee of Seven appointed in 1896 by the American Historical Association. Of the seven persons composing this Committee one was actually teaching in a school and three had previously been teachers, the minority being "specialists" actively interested for years in the general problems under consideration.

In February, 1893, the National Educational Association set on foot an inquiry relating to primary education similar to that conducted by the Committee of Ten for secondary schools; this new body was the Committee of Fifteen. It subdivided into three smaller committees charged to consider, in detail, the training of teachers, the correlation of studies in elementary education, and the organization of the city school systems.

Again, in 1895, this truly National Association appointed a Committee of Twelve to report on problems of education in rural

districts, and the questions discussed were propounded as school maintenance, supervision, supply of teachers, instruction, and discipline.

At the instance of the same great patriotic and enlightened body, a Committee of Twelve, nominated by the Modern Language Association of America, reported, in December, 1898, on the place and methods of modern language teaching.

If the British Association can do anything for English education in any degree like what has been done by the great society on the other side of the Atlantic, it will, indeed, have deserved well of teachers; but it must be remembered that the interests of the English corporation are not educational, and that it has not the broad base of the American work which has done so much for American educators. Is it too late to ask the Universities to provide, beg, or borrow the comparatively small sums which would be necessary to organize, say, three committees for British guidance? Of course, the American reports, together with the documents, often so valuable, issued from Mr. Sadler's office at the Board of Education, would form a good beginning for work; but we want a national system of our own, consonant with our own traditions, habits, and institutions. And one thing to me seems certain—that it is from our English-speaking and English-thinking cousins that our best help will come; if for no other reason, at least because their plans and practices are not imposed on them from above, but adapted by active teachers themselves to meet conditions of which they themselves have become aware by patient common investigation.

Work like this, resulting from the co-operation of the Universities (new and old), the schools, and associated experts, in questions of general educational interest, would necessarily have an authority far greater than the epigrams of eminent persons or powerful newspapers, who at present possess and obsess the public ear, or even of an unrepresentative council, however strong. It would give us solid ground to go upon, the results of some kind of practical philosophy, without the illness that attends such things—the controversies which they excite. The first work of the British Association has too narrow a basis, and provides for no reference to a moderating authority which we can all respect; it is doomed, therefore, to be ineffectual. A larger scheme would not, indeed, even if completed, make education at once "scientific"; but it would be the first step in the right direction—it would give us the cream of current opinion. The general consensus of sound empirical opinions in such matters as politics, morals, and education is good ground. Let us ascertain it. "Science" will, after all, not do much more in this region than find reasons for what has been done off and on since the making of man.

HINTS ON MODERN LANGUAGE TEACHING.

By A FAHRENDER SCHÜLER.

THE need of a more intense and intelligent study of modern languages has of late been urged so loudly, both in Europe and America, that the subject has finally been taken up by Prime Ministers and head masters, and it seems reasonable to hope that a rift has at last appeared in the clouds of pedantic controversy enveloping the sun of the "right method," and that we are on the way towards the discovery of the proper objects and ideals which should stimulate us.

The war, whilst it lasted, was not without its humorous side. The old school—whose adherents urged that the learning of endless exceptions, the plodding through of innumerable disconnected sentences devoid of meaning, the laborious manufacture of that strange patchwork "school French" and "school German"; who urged that all this was a most excellent "mental training," and who regarded the study of literature merely as a continuous *confirmation* of the rules of grammar and syntax—are gradually passing away. But the victorious opponents are somewhat like the present opposition—full of life and vigour, but without a definite and uniform policy, and without a leader. Thus it happens that, as Mr. Tarver, of Eton, confesses, the place of modern languages in our school curricula is not yet established.

The so-called reformers have a certain difficulty in nomen-

clature. We hear of the "new" method, forgetting that the same principles obtained in Germany more than a hundred and fifty years ago; we hear of "imitative," "direct," and "natural" methods. The name, after all, is of small consequence. We are only seeking that method which appeals to our ideas of common sense. It is good to see the fiery enthusiasm of those who wish to push their own hobby to the front; of M. Gouin, with his opera-bouffe methods; of Viëtor, with the scientific study of phonetics; of Walter, the strenuous advocate of *Realien* or the language of everyday life. It is for us to calmly criticize and take up our own line.

Each teacher must think for himself and teach according to his own lights and convictions. The rash laying down of dogmas is absurdly futile; the great pedagogue Herbart never wrote anything until he had matured it in his mind; and well does John Russell Lowell say:

Words, if you keep 'em, pay their keep,
And gabble's the short cut to ruin.

I hope, therefore, you will understand that the words I have to say are simply put forward in hopes that they may be useful for stimulus and suggestion, and in no wise imagine that I am so arrogantly stupid as to attempt in any way to lay down the law.

I will begin with a few words about the objects or aims we should have before us, then survey as rapidly as possible the methods to be pursued, and finally submit for your discussion a few of the problems which should interest teachers of all faculties; for I take it that we look upon ourselves as hearty co-workers, and not jealous rivals. We have before us an ideal object and a real object; it is our business to see how best they may both be harmoniously combined into one central educational object. The ideal object is to arouse sympathy for the foreign language, people, and country; to combat our insular prejudice—not, mind you, to produce that colourless curse, cosmopolitanism, nor blind imitation or admiration, but rather to open out our pupils' minds to a cordial appreciation of what is excellent abroad. The real object is to cultivate an ability to read, understand, write, and speak the foreign language. Dr. Breul lays principal stress on fluent and intelligent reading, Dr. Wendt on fluent speaking and understanding. Both appear to me equally important. And the one central object is so to stimulate and interest our pupils that, on leaving school, they will not look upon modern languages as pitfalls for the unwary, but will have so acquired a taste for them that they will feel inclined to pursue their studies independently for themselves.

Before reviewing the methods, I will assume that the teacher is a fluent speaker of the language he is teaching; that he has been philologically trained in it, and that he is acquainted with the life, history, and development of the foreign people. I can, for instance, imagine nothing more ludicrous than a master laboriously drilling in pronunciation from a phonetic handbook, or directing a conversation taken bodily from one of the numerous "manuals." And here is at once a problem. It takes some time and not a little money to learn a foreign language conversationally; with the present "attractions" how can we expect to obtain duly qualified teachers?

As regards method, Mr. Siepmann's suggestion at a meeting of the Modern Language Association appears the most rational—namely, for lower forms, conversation; for middle forms, grammar; and for higher forms, literature. There is no difficulty in getting small boys to talk in the foreign language; their organs are pliable, they easily get a fair pronunciation, and they are really keen on speaking—especially in chorus; they have great powers of imitation, and they are very fond of learning by heart. On the other hand, they have but small reasoning powers, and no sense for the abstract. Then why learn abstract grammar? It conveys nothing to them; and why make them do exercises? They only do them mechanically. Why not use the tools to hand; give them plenty of repetition, as Prof. Spiers so excellently advised me, and exact fluency in reading and speaking? We want encouragement, not restraint; freedom, not fetters. Above all, we wish to gain their sympathy; to let them feel at the end of each lesson that they really possess something, "Das die Schüler etwas haben," as Prof. Rein continually emphasized to me. Always speak in French or German; make topical allusions; arouse curiosity and sustain life and activity; make them change places,

dramatize pieces, write on the blackboard, and correct one another. The conversation above all must not be forced, stilted, or mechanical.

In the middle forms the grammar is tightened up and systematized, and more attention is paid to a close analysis of the text. The exercises are based on the Reader—permutations and combinations of the words and phrases occurring in the text to test the application of their grammatical knowledge; but no sentence is devoid of meaning—it is either topical, or amusing, or conveys some thought to the pupil.

In the upper forms an attempt should be made to cultivate an appreciation of style; and therefore free essays are good. A little philology may be taught casually; the text is carefully chosen to illustrate French history and culture, which gives excellent opportunity for essays, prose, and many various exercises.

But, I insist again, the method is not everything: the individuality of the teacher is of far greater importance. The most attractive lesson I have attended was given in Altenburg by a lady teacher to a class of girls between sixteen and seventeen years old. They had only been doing English for two years; yet they were able to read and speak fluently and even elegantly. Afterwards I discovered that the teacher had never studied any method, but simply taught in her own way.

Lastly, I wish to suggest a few words on the following points:—

1. *Scholarships.*—Personally I have a treble dislike to them. There is, first of all, the danger that an intelligent boy will be pounced upon and sent in for a scholarship for mere advertising purposes; secondly, that this boy will be made to specialize prematurely, and thus miss the far greater benefit of a general education; and, lastly, that, having obtained the scholarship, he may find himself drifting into an academical or scholastic career, when he would have done much better had he devoted his energies and talents to practical life. I am much interested in the encouragement of modern languages; but I am more interested in the consideration of the welfare of each individual boy, and I hold it is the duty of a school to give to each boy a chance of developing *all* his faculties, and, further, that a school which turns out one-sided boys, however many distinctions it may attain, is not conducted on sound and liberal lines. Specialization should be left to the University or after-school life. If, therefore, we modern language masters can sustain our keenness and standard without the spur of scholarships, we may feel reason for self-congratulation.

2. *Place in Curriculum.*—I am one of those who hold that every subject, if efficiently taught, is equally valuable as a means of education, looking upon education as a development of the mental and moral powers, rather than a rigid inculcation of certain definite knowledge. After all, it is not what we learn at school that is of paramount importance, but rather *how* we learn; I would, therefore, wish in no wise for modern languages to be raised to pre-eminence more than any other subject, but regard them all as equally valuable instruments in the harmonious development of all the faculties. For this reason they should be correlated as much as possible with the other subjects, so that by supplementing them they may conform to the laws of association. The little boys will be reading about the ancient Britons. Let them hear something of the old Gauls or the folk-lore and legends of the old Teutons. The remote and naive appeals to them especially. Then Phædrus goes well with La Fontaine's fables or Lessing's fables; Wallenstein, the age of Richelieu, and Cromwell might be taken together; Wieland and Spenser, Heine and Byron, Victor Hugo and Sir Walter Scott, and many similar groups to suit the taste of the individual teacher; and, lastly, the Germanic and Romance languages should be grouped respectively together. Prof. Viëtor told me it was unreasonable to expect one man to teach two such utterly different languages as French and German; rather should one master take up Latin and French, another English and German. The comparative studies of these two groups, both as regards word structure and thought development, presents a most entertaining form of instruction.

3. *Realien Question.*—It appears to be becoming the craze now to teach the language of everyday life in our class-rooms. The idea is imported from Frankfurt. I myself saw there a whole hour devoted to the discussion of a game of cricket in much this way: "Who did him out? Charles did him out. With what ball did he him out? He did him with the third

ball out." And so on. These were fifth-form boys. Again, in Jena I heard some sixth-form boys solemnly reading a text about a dinner party at Mrs. Brown's, with a detailed vocabulary of the bill of fare, dresses, tittle-tattle, &c.; then these big fellows recited one after another: "Those Evening Bells, those Evening Bells." Prof. Spencer has imported the same method over here. He has a class of adults; he sets up a map before them: "What is that?" he cries in German. "That is England." "Is that England?" "Yes, that is England." And so on. Surely these trivialities are best learnt casually and naturally in the foreign country itself; even if introduced at all into our schools, then only casually and topically, and grouped round the Reader, as Klinghardt suggests. The lesson in itself should never be trivial, never barren; to quote Dr. Breul: "We must not degrade the study of modern languages to a successful analysis of the various types of business letters or newspaper articles, or an acquisition of a certain amount of everyday prattle; but it is our duty to teach modern languages in schools as one of the most valuable elements in a truly liberal education." Yes, indeed. It were surely far better to devote that time to an intelligent and scholarly study of some literary masterpiece, where the pupil learns to refine his taste and ennoble his thought.

4. *German to Sixth Forms.*—I believe it will soon become customary in most of our secondary schools to drop French in favour of German as the boys enter the sixth form. Here, then, we have to begin teaching a new language with boys who have already been through a good literary training. From the very beginning, then, the lessons must not be dry; they must not be trivial; the boys must at once be introduced to something that will interest them and gain their sympathy and admiration. Holding that pronunciation and fluency must be vigorously attempted from the first, and recognizing that poetry is easier to read and retain than prose, I began at once with Goethe's ballads—allowing no notes or grammars—and explaining everything myself. The poems were read until fluency was produced—above all was emphasis insisted on in order to cultivate *Sprachgefühl*; then the vocabulary and grammar abstracted—at first only the most elementary forms; uncommon words and difficult passages were slurred over. At the end of the first term the whole grammar was systematized out into a skeleton scheme and carefully studied. The boys took the greatest pleasure in studying the contents of these beautiful ballads, and I did my best to bring out the æsthetic and literary beauty. Then the words were written up on the blackboard and compared with the English words—being written of course in syllables—hence were deduced the ordinary phonetic laws. In a short time the meaning could be guessed of many strange words by taking them to pieces. The poems would finally be paraphrased into ordinary colloquial German and dictated. Afterwards the paraphrase would be done in English and translated into German. Numerous questions were of course asked in German on the contents of the poems, which had to be answered in German.

Translation Question.—Translation should be only a means to an end. The ordinary schoolboy translation is a terrible production; and yet it must be exacted as a test that the text is properly understood. Here we have, over again, the champions of mental training advocating the importance of translation. Certainly an elegant and idiomatic translation is an excellent training, which should be cultivated from time to time; but it in no wise helps us to learn the modern language; on the contrary, it is a distinct check, as it diverts our thought from the foreign to the native language. And yet the lessons I heard given by Director Walter, who explained the unknown words and idioms by explanations in the foreign language, and the paraphrases of the boys themselves, did not particularly edify me; it appeared to me a roundabout way of doing things, and rather a waste of time. And I had the feeling as if some obscurity still remained—as if the text was not fully understood. On the other hand, it is interesting and stimulating to be continually comparing the foreign language with the mother tongue, then again to read over the piece and drop the native language altogether.

Free Composition.—I have already said hard words as regards proses. It is difficult enough to translate French or German into elegant and idiomatic English; how supremely absurd, therefore, is it to expect that boys can rise to what is to them an almost impossible task! Instead, therefore, of exacting from them this soul-deadening, mechanical, colourless

wish-wash, free essays on subjects with which they are well acquainted, for preference in connexion with the text, might, with advantage, be demanded. Thus would they be compelled to exert their powers of thought and originality, and give proof of their capabilities of appreciating and assimilating the beauties and elegancies of the texts they had been studying. Thus, too, would proof be obtained of true pedagogical progress in thought, refinement, and cultivation of taste. In France literary criticism is a fine art; no other nation is in any way so fastidious in its choice of words and phrases, both in speaking and writing. Why not, therefore, take every advantage of such excellence, throw ourselves into the genius of the people, and invite from our pupils attempts at the same refinement? By careful reading and free essays I have obtained excellent results from boys who have had no long training in French. They soon became very keen on cultivating their style and noting their progress.

Pronunciation.—The German Emperor has recently demanded that the pupils in secondary schools be taught to *speak* the foreign language, and the like will soon be exacted in this country; so with the little boys the start must be made. I have not made a study of phonetics, so cannot speak with authority; but I saw some interesting and successful lessons given in Frankfurt and Gera. I certainly think the teacher ought to have had a phonetic training; but I can hardly believe in presenting the phonetic tables to the boys—they are abstract, and, therefore, do not appeal to them. Dr. Findlay advised me against their use. In the Frankfurt *Musterschule* liberal hours are allotted to modern languages. With the limited time at the disposal of the majority of us such experiments are as yet scarcely feasible.

Modern Languages at Universities.—It has seriously been urged in *The Journal of Education* by Mr. Oscar Browning that only *modern* languages should be taught at the Universities, and that the mediæval and old texts, as well as the study of philology, should be abandoned. Surely it requires no words from me to point out the hopeless fallacy of such a contention. If we study a language, must we not study it historically? And are we to be deprived of the pleasure of making the acquaintance of the charming old French pastorals, the literary movements of the sixteenth century in France; the grand old German *sagas* and the delightful songs of the *Minnesänger* and *Meister-sänger*? Really the crass materialism of some people knows no bounds. We do not go up to the University to "complete" our studies—we go up to widen our horizon, to develop our power of criticism and comparison. Dr. Breul is never tired of telling his pupils that when they have taken their degree they merely stand on the threshold of the gates of learning. Even Prof. Viëtor, who has brought about the whole Reform movement, says, on this subject: "A philological faculty must be taught in its historical development. The school must give boys an all-round education; the University must bring adults to scientific independence." Surely there is abundance of time when one has left the University to make oneself acquainted with the present-day literature, and how infinitely more interesting does it then become when we have fixed standards by which so to measure it!

Interest and Stimulus.—If our boys, on leaving school, look back with loathing on their studies, and with joy "shut up their beastly books for ever," then, no matter how much exact knowledge we have slogged into them, we may regard ourselves as failures; if, on the other hand, they have taken such a liking to their work that they will pursue it further for themselves, we may feel duly gratified. Let me conclude by the words of Herbart: "To be tedious is the direst sin of instruction. The privilege of a teacher it is to skim over steppes and morasses; if he cannot always wander in pleasant valleys, he gives exercises in mountain climbing and rewards by the beautiful views."

Authorities Consulted.—Klinghardt, "Drei Jahre Erfahrungen mit der imitativen Methode"; Walter, "Die Reform des neu sprachlichen Unterrichts"; Spencer, "Aims and Practice of Teaching"; Breul, "The Teaching of Modern Languages"; Brebner, "The Teaching of Modern Languages in Germany"; Viëtor, "Der Sprachunterricht muss umkehren"; Quiehl, "Französische Aussprache und Sprachfertigkeit"; Barnett, "Common Sense and Education: Linguistic Study"; Russell, "German Higher Schools"; Albalat, "La Formation du Style."

CALENDAR FOR OCTOBER.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—London University Exam. for D.Lit. Return forms.
- 1.—Army Exams., Woolwich and Sandhurst. Latest day for returning forms.
- 1.—Board of Education Scholarships Exam. Apply for permission to sit.
- 1.—Oxford Exams. for Women. First Public Exam. Holy Scripture.
- 3.—Return forms for Cambridge Local and Preliminary Local Exam. Last day.
- 3.—Teachers' Guild Discussion. North London Coll. School, 8 p.m. Curricula and Specialisation.
- 4 (and following Saturdays).—Froebel Society Classes, St. Martin's Schools, Adelaide Place, Charing Cross. Apply to Secretary, Miss Noble.
- 7.—Royal University, Ireland, Scholarship Exams.
- 7-10.—Church Congress at Northampton. Tickets and Guide from Mr. John Hart, Maltravers House, Arundel Street, Strand, W.C.
- 8.—College of Preceptors Evening Meeting.
- 8.—Associated Board Royal Academy of Music School Exam. Return forms.
- 9.—Oxford and Cambridge Preliminary Exam. for Candidates for Holy Orders.
- 9.—St. David's College, Lampeter, Matriculation.
- 9.—Durham University Admission, Entrance Scholarship, and First Year Exams.
- 10.—Oxford Exams. for Women. Return forms for B.Mus. and D.Mus.
- 10-11.—Dundee University College Entrance and Scholarships Exams.
- 11, 18, 25.—King's College, Saturday Morning Lectures to Teachers. October 11, 25: Mr. Adamson's course on "Comenius and the Beginning of Modern Educational Theory," at 11.30 a.m. October 18: Prof. Hudson's course on "The Teaching of Mathematics," at 10 a.m. October 25: Prof. Victor Spiers's course on "The Practical Teaching of French," at 10 a.m.
- 12.—London University Intermediate B.Mus. Exam. Notice of entry and Musical Exercise.
- 15.—Ireland, Intermediate Education Board. Last day for sending claims for fees and applications for Examinerships.
- 15.—Dublin University (Trinity College) Entrance Exams.
- 15.—Post Prize Competitions for *The Journal of Education*.
- 15-16.—Law Society Preliminary Exam.
- 16.—London University Exam. in Teaching. Return forms.
- 17-18.—Private Schools' Association Conference at Victoria and Albert Museum, South Kensington. October 17, 7.30 p.m., Reception and Conversation. October 18, 10.30 a.m., Morning Session; 2.15 p.m., Afternoon Session; 5 p.m., General Meeting; 7 p.m., Dinner.
- 17.—Edinburgh University Entrance Exam.
- 17.—Glasgow University. Send in names for Exams. in Theology.
- 18.—College of Preceptors Council Meeting.
- 19.—London University B.Mus. and D.Mus. Exams. Return forms.
- 20.—London University Intermediate Laws and LL.B. Exams.
- 21.—Southwark Educational Council. Meeting at St. Olave's Grammar School, 7.30 p.m. Address by the Rev. the Hon. Canon Lyttelton.
- 22.—Post School News, items for this Calendar, &c., and Advertisements for the November issue of *The Journal of Education*.
- 23.—Froebel Society Lecture, "Field Excursions with Children," Miss M. Simpson, at Dr. Williams's Library, Gordon Square, at 8 p.m.
- 23.—Return forms for College of Preceptors Pupils' Certificate and Lower Forms Exams.
- 23-24.—Glasgow University Exams. for Bursaries in Theology.
- 27.—London University B.A. and B.Sc. Exams. begin.
- 27.—London University M.B. Exam. begins (Pass and Honours).
- 27 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the November issue of *The Journal of Education*.
- 28-30.—King's College, Women's Department, Special Courses. October 28 and following Tuesdays at 3, "Principles of House Decoration" (Miss Charles); October 28 and following Tuesdays at 12, "The Art of Expression in Everyday Matters" (Miss Faithfull and Miss Kempe); October 29 and following Wednesdays at 3, "Beethoven" (Mr. Gustav Ernest); October 30 and following Thursdays at 2.30, "Astronomy" (Mr. J. B. Dale).
- 29.—Royal College of Physicians, Ireland. Return forms for Licentiate Exam.
- 31.—Royal Academy of Music L.R.A.M. Exam. Return forms.

- 31.—Cambridge Higher Local Exam. Return forms.
- 31.—Surveyors' Institution. Return forms for Professional Associate and Fellowship Exams. for March.

The November issue of *The Journal of Education* will be published on Friday, October 31, 1902.

WINTER SESSION OR MICHAELMAS TERM BEGINS.

- September 29.—University College, London; Birkbeck Institution; Northampton Institute; City of London College, Moorfields; South-Western Polytechnic, Chelsea.
- September 30.—University College, London.
- October 1.—Cambridge University; Sheffield University College; Royal College of Art; Bangor University College; Birmingham University; Medical Schools of Owens College, Manchester, St. Thomas's Hospital, Middlesex Hospital, London School of Medicine for Women, Dental Hospital of London, Charing Cross Hospital, St. Bartholomew's Hospital, University College, London, Guy's Hospital, London School of Tropical Medicine, Yorkshire College, Leeds, University College, Sheffield.
- 2.—University College, Reading; Bedford College for Women, London; Royal Holloway College; St. David's College, Lampeter; Durham College of Science; University College, Liverpool.
- 3.—Medical School of St. Mary's Hospital.
- 7.—Owens College—Arts, Science, and Laws; University College of South Wales, Cardiff; Dundee University College; Yorkshire College, Leeds.
- 8.—University College, Sheffield (Technical).
- 10.—Oxford University.
- 13.—King's College, London, Women's Department.
- 15.—University of St. Andrews.
- 16.—Queen Margaret College, Glasgow.

HOLIDAY COURSES.

- GRENOBLE.—October 1-31. French. Apply to Monsieur Marcel-Reymond, 4 Place de la Constitution, Grenoble.
- NÄÄS.—November 5-December 16. Sloyd. Apply to Mr. John Cooke, 131 Percy Road, Shepherd's Bush, W.
- NANCY.—All the year round, holidays included. French. Apply to Monsieur Laurent, rue Jeanne d'Arc 30, Nancy.
- PARIS.—Christmas and Easter Holidays. French. Apply to W. G. Lipscomb, Esq., County High School, Isleworth.

JOTTINGS.

TEACHERS' REGISTRATION COUNCIL.—A considerable number of applications have been received for admission to Column B of the Register. Delay in notifying the result is inevitable in a great many cases. In some—the majority—which depend upon the recognition of schools at which the service has been rendered under Regulations 3 and 4 of the Schedule to the Order in Council, the decision of the Board of Education as to the recognition of these schools has to be awaited. Other applicants, who have submitted a general standard of education for approval under Regulations 3 (1) and 4 (1), must also wait till the Board has considered their applications. The suspense is, no doubt, trying; but applicants are asked to remember that, the Order in Council being complicated, its interpretation, in very many cases, cannot be easy, and must take time. The Council, on re-assembling, will accelerate the business to the best of its power. Forms of application for Supplemental Registers will not be ready for some time, as the arrangements are not completed.

MR. BODLEY, the distinguished author of "Modern France," contributed lately a voluminous letter to the *Saturday Review* on the modern language question. The letter is a strange medley of sense and silliness. His conclusion that French should be taught as a living language with a minimum of grammatical technicalities is in theory accepted by all schoolmasters—from M. Bétis to Canon Bell. His dissection—or shall we say, vivisection?—of a single question in an Eton Trials paper on the use of conjunctive and disjunctive pronouns is—let us borrow Matthew Arnold's favourite word—*bête*. The terms may not be happy, and in France they are unknown, but they are almost universally employed in England, and the distinction, however named, is rudimentary and essential. The technicalities of syntax may, as Mr. Bodley contends, be useless, but a knowledge of the elements is of some practical utility; it might, for instance, prevent a critic from

such a solecism as "a knowledge of the laws of orthography are obviously necessary."

EXAMINATIONS should test rather what the scholar can do than what he can remember. Here is a good illustration by President De Wett Hyde. "In writing this article [in the *Forum*] on the typewriter I did not miss in a single instance a letter I wished to strike; but, if you should ask me now where *k*, *f*, *n*, or *v* is on the key-board which I have been using for the past ten years, for the life of me I could not tell you. My fingers know unerringly—that is enough."

WE should be curious to see the marble slab lately brought to light in the course of the excavations on Mount Kotilyon bearing the inscription: "Pan, Artemis, and Appolon [*sic*]." Our faith in its genuineness is somewhat shaken by finding in the paragraph of the *St. James's Gazette* which vouches for it the Temple called a Temple of Venus, and the famous ancient antiquary changed to Pausanius.

Is Mr. J. H. Fowler, of Clifton College, correct in his characterization of the newer type of modern side master? "He is not often intellectual, still less is he literary. His reading of poetry does not go beyond Kipling; in prose we must be thankful if he goes back as far as Thackeray." We hope, and think, that his experience must have been unfortunate, and should be inclined to back the modern against the classical common room in a taste paper. On the other hand, we find that Mr. Fowler's complaint as to the general tendency to substitute for the best French and German classics the reading of contemporary ephemeral literature is a true bill. "The cry is for the living language, and therefore it is an advantage to have the latest French slang."

JOKING WITH DIFFICULTY.—"The system [of authority as opposed to individualism] is analogous to the Red Indian plan of squeezing the infant's skull out of its natural shape by means of a board. The Red Indian mother uses a wooden board, and Mr. Balfour and his associates a School Board. A great deal of money is spent in the latter case, and immeasurable harm is done in both instances."—A. W. Gattie, in the *Nineteenth Century* for September.

"AFTER the Lord Mayor's Show ——" Prof. Dewar has diagnosed the decline of England's commercial prosperity, and prescribed for it. In the last *Fortnightly* the Rev. J. Gregory Smith follows suit: "The remedy lies not in the accumulation of scientific paraphernalia in our schools, . . . but sound, sensible teaching," *i.e.*, as previously defined, "the Church Catechism, the foundation of what is upright and noblest in the character of our nation." The thing itself is not rare, but we wonder how it found its way into the *Fortnightly*.

WE have received from Mr. Robert Boyle a mounted diagram, illustrating his system of "air-pump" ventilation, more particularly as applied to schools, which diagram he has generously offered to present to the schools of this country. The ordinary sale price of the diagrams is stated to be two guineas.

"TO my mind the really appalling thing is not that the Germans have seized this or that industry, or even that they may have seized upon a dozen industries; it is that the German population has reached a point of general training and specialized equipment which it will take us two generations of hard and intelligently directed educational work to attain. It is that Germany possesses a national weapon of precision, which must give her an enormous initial advantage in any and every contest depending upon disciplined and methodized intellect."—Prof. Dewar at Belfast.

THE Archdeacon of Carmarthen at the St. David's Diocesan Conference made an interesting estimate of the financial aspect of the new Bill. It gave to the ratepayers of Wales and Monmouthshire, taken as a whole, a Treasury grant sufficient to cover the entire cost of all the Church schools, with £5,711 to spare, and it gave in most counties to rate-payers in School Board areas a substantial reduction in their present rate.

MISS L. BRACKENBURY, a First Class in the Moral Science Tripos, has been appointed Lecturer at the Cambridge Training College, in the place of Miss Ainslie.

SCHOOL OF ART WOOD-CARVING.—The School of Art Wood-carving, South Kensington, which now occupies rooms on the top floor of the new building of the Royal School of Art Needlework in Exhibition Road, has been reopened after the usual summer vacation, and

some of the free studentships are now vacant. The day classes of the School are held from 10 to 1 and 2 to 5 on five days of the week, and from 10 to 1 on Saturdays. The evening class meets on three evenings a week and on Saturday afternoons. Forms of application for the free studentships may be obtained from the manager.

"FOR three years he was a student at the St. John's College, London University, gaining there the teacher's diploma of the first division of the first class, by which he was awarded the honorary degree of the associated Royal College of Preceptors." The clipping is from an article on the head master of a local grammar school which appeared last month in a newspaper published in one of the big Yorkshire towns. Could confusion be worse confounded?—*University Correspondent*.

ANOTHER benefactor is needed. The University of Melbourne is in financial difficulties. Partly owing to frauds practised by its ex-accountant, but partly to the average excess of expenditure over income, a sum of £35,000 must be somehow found.

HERE is another psychological puzzle taken from the *Morning Post*: "The Lollards were so called because they sang so low at funerals." Whence the confusion of thought?

THE baking of bread is a matter of no small importance, and it is satisfactory to note that the success of the National School for Bakers and Confectioners has necessitated large additions to the building. The Technical Education Board bears the greater part of the cost.

MR. H. W. MALCOLM has been appointed Lecturer in Physics at University College, Bristol.

THE governing body of a school recently made a first selection of nine candidates for the head mastership, each of whom was asked to send his photograph. Six of these photographs were promptly returned with a polite intimation that the candidate was not in the final list. Can the Governors have taken a hint from our Holiday Competition?

AT a recent election for nine members of the School Board of Wellington, Salop, only some 15 per cent. of the voters on the list took the trouble to poll. So the *Daily Mail* informs its readers.

THE death is announced of Mr. Croad, the first, and, possibly, the only, Clerk of the School Board for London. Mr. Croad was a Scholar of Trinity, took both the Mathematical and the Classical Tripos in 1853, and spent ten years as a master in secondary schools, including Rossall. He is another example of an administrator drawn from the public-school class.

FROM a series of quaint essays given in *Church Bells* we extract the following as an example of the nonsense a badly taught child will write:—"You can easily tell a drunkard's heart, it is fat all over, but a healthy heart is all nice and lean." One might think the child was accustomed to human vivisection.

IT is stated that the Coronation mugs presented to the school-children at Hastings have the word "Britannia" upon them. Imagine the glee of the children in detecting the error.

SIR A. CONAN DOYLE has presented £1,000 to the University of Edinburgh, being the profits on the sale of his South African War pamphlet.

THE following interesting specimen of English, written with the help of a dictionary, is printed in the *University Correspondent*:—"Most highly respectable and well-begotten Sir,—I was to be about to be to hear that you was to be about to be to deposit a German master in your school. Allow me therefore to be about your kindnesses and benevolences. I am most highly respectable and well-begotten, Sir,—Your humble domestic, ———, Ph.D., M.A., Berlin. P.S.—I can make arithmetic, French, and English language."

MR. J. E. ADAMSON, who for twelve years has been a tutor and master of method in the Carmarthen Training College, has been appointed Principal of the Training College at Pretoria, and sails in October.

THE favourable opinion expressed on the Twentieth Century Edition of Pitman's "Shorthand Instructor" has induced them to issue a

Twentieth Century Edition of their "Phonographic Teacher, Manual, and Reporter." These new editions are, we understand, now ready.

MR. PARKIN, the biographer of Edward Thring, is in New York arranging the conditions of election to a tenure of the Rhodes Scholarships for American students. He has been urging that some American millionaire should found similar scholarships in American Universities, for the benefit of Englishmen. Assuredly young England might profit no less by what he learnt at Columbia or Johns Hopkins than young America by Oxford culture.

MESSRS. E. J. ARNOLD & SON, school outfitters, of Leeds, inform us that they have purchased from Lewis Hardy, Esq., receiver for the debenture holders, the miscellaneous and general stock held by Messrs. Moffatt & Paige, of 28 Warwick Lane, London, E.C., and that any inquiries for these portions of Messrs. Moffatt & Paige's stock should be addressed to them.

THE dictionary is a dangerous guide for modern speech. Here is the notice that a wine merchant in Holland served upon some English customers: "Please return the void pitchers."

A HIGH-SCHOOL mistress who had spoken to her form of "the followers of Herod" was startled to find that one girl had written down "the flowers of heriod."

THE Sunday-school teacher was varying the lesson by telling her children the story of travellers lost in the snow and rescued by dogs—"and they remembered nothing more till they were awakened by feeling something warm and soft and woolly. Now, children, what do you think it was that had found the travellers?"—"Please, Miss, I know, a snake."

THE school journey continues to make progress. At the end of last term some fifty schoolboys from Manchester went with their teachers for a walking tour in the Iligh Peak.

FOLLOWING upon an inspection by the Board of Education, St. Mary's College, Paddington, has been officially recognized as a training college for secondary teachers.

THE governors of the North-Eastern Counties School at Barnard Castle have recently added a large swimming bath to the school. The Urban District Council, the water authority, has claimed that the water supplied for the bath is not for domestic purposes, and that therefore a special rate must be paid. The claim was upheld in the Court of Appeal.

READING COLLEGE has been promoted by the Treasury to the rank of a University College, and will therefore receive a Government grant of £1,000 annually.

A NEW volume of historic phrases is shortly to be added to Messrs. Sonnenschein's quotation series. These pearls and mock pearls of history, to borrow Mr. Hayward's happy phrases, should make an interesting volume, and Mr. E. Latham, who edits it, is a painstaking scholar.

ONE of the best object lesson cards we have ever seen is Messrs. McDougall's, on Printing. We have first actual types, which can be removed and handled; then the *papier maché* mould and the stereo-type; then the half-tone process; and lastly a linotype line—in each case the actual object, not a representative. Paper, wool, cotton, glass, &c., are treated in the same way on the other cards, the price of which varies from 2s. to 3s.

MR. J. GRAHAM KERR has been appointed Professor of Natural History in the University of Glasgow.

THE Chair of Pedagogy at St. Andrews, vacant by the lamented death of Prof. Meiklejohn, has been filled by the appointment of Mr. John Edgar. Mr. Edgar was a Snell Exhibitioner at Balliol College, and has acted as Honorary Secretary of the Secondary Schoolmasters' Association in Scotland. There was a large field of candidates for the post.

THE University of London has inaugurated its teachers' side by the appointment of three professors—one of chemistry and two of German. The German Professors appointed were Dr. Prietsch and Dr. Breul. For the sake of London, we regret that the latter could not be induced to leave Cambridge.

CORRESPONDENCE.

MUSIC TEACHERS AND THE REGISTER.

To the Editor of The Journal of Education.

SIR,—May I crave space for a few words about the requirements of the Supplemental Register? The regulations affecting the school teachers, as set forth in the Schedule, are very clear. They require (a) a knowledge qualification and (b) a teaching or professional qualification. Neither is sufficient without the other, and the conditions of both are given in detail. All teachers will see that registration on such a basis must at once improve their position, and, in fact, make their profession a reality and not merely a name. The regulations affecting the teachers of special subjects are, on the contrary, extremely vague. Their vagueness leads me to suppose that this part of the Schedule is merely an outline, and that the conditions have yet to be fully considered; and this is my excuse for trespassing upon you. I shall only discuss the position of the music teacher.

There seems to be an impression among the musicians that, if they only make a good fight, the music teachers may not be required to qualify for the Register in "Theory and Practice of Teaching." I can hardly believe that the Board of Education would give way on this point; but it is just possible, and, if it should do so, it would be a great calamity, not only for the public, but for the music teachers themselves, if their leaders would but see it. Their ranks are overcrowded. They screw up the examinations; but candidates screw up, too, and pass. Yet those who oppose the idea of training will not see that, while anybody who possesses a certificate of musical knowledge is free to teach, the overcrowding must increase, and that the profession they pride themselves on belonging to is a purely imaginary one.

There could be no better time than the present for pressing upon the musicians the need for a "professional" as well as a "knowledge" qualification for the teacher. Beneath all the brave show of examinations and certificates there is a strong undercurrent of dissatisfaction. The examination system did some good—until it became a craze. It dragged up the standard of performance; it insisted on the theory of music being taught, and imposed a better class of music. But the standard of intelligence—that something which cannot be crammed, but can quite easily be tested—remains obstinately low; and the best of the examiners, who care more for that than for mere executive ability, begin to think that results which do not include musical intelligence are hardly worth the cumbrous machinery. Some of them even say that the examinations are doing more harm than good, and would be glad to have a system of inspection instead of it.

The senior professors at the great music schools would, I think, tell you that their work is hampered and made unnecessarily hard by the inefficient teaching which preceded it. They spend a good deal of time in trying to evolve order out of chaos. They work under a consciousness of a waste of horse-power. The fact that at the Royal Academy of Music and all similar colleges a class for the "elements of music" is a necessity shows how inadequate the previous training of the students has been. It is as if, at Oxford or Cambridge, we should find classes in which the undergraduates were learning the three R's.

The students themselves are not satisfied. They feel that, though the special "Teachers' Certificate"—for which all the musical bodies now have a separate examination—may justify them to the public, it does not justify them to themselves, and they begin to ask, "Why are we not taught to teach?"

The very men who maintain that people cannot be taught to teach are quite ready and willing to inquire into this method and that; a thing that a couple of years ago they would not have dreamt of doing.

Within the past eight months papers have been read here and there on the music teacher's need of psychology, and I know some able men who are actually working at the subject.

All these are hopeful signs. The iron is getting hot, and the Board of Education should have no hesitation in striking. Music teachers will kick at being placed on a register with teachers of cookery and needlework. And rightly so; for, though, in theory,

these teachers need the same kind of preparation, the practical issues are not of equal importance. If food is badly cooked, people will not eat it, nor will they pay for needlework badly done. The public can protect itself against inefficiency. But bad music teaching, like other teaching, is hard to detect, and the public needs protection. Yet I fear this is not the objection of the musicians. They would claim a higher professional level without the higher professional qualification, and this should decidedly be refused. There is no objection to a supplemental register, but I would run a line of cleavage through it. On one side the teachers of music, drawing, and physical training, who need a scientific theory of teaching as much as the school teachers; on the other, the manual instructors and the teachers of cookery and needlework, for whom the "art of teaching" might be enough.

It may be that the word "supplemental" conveys some idea of inferior status. Logically, if the same requirements are imposed on all teachers, they should all be on the same register. But, when such large numbers are concerned, it is necessary, for facility of reference, to have separate divisions for special teachers. That, I take it, is all that is meant.

The qualifications for a place on the Supplemental Register are three (page 8 of Order in Council):—The candidate must produce satisfactory evidence (i.) that he has acquired special knowledge of the subject after a thorough course of training; (ii.) that he is competent to teach the subject; (iii.) that he has taught the subject for a period of not less than two years.

(i.) is easy enough. There are a great many musical certificates that would amply satisfy this requirement.

(ii.) is the difficulty; but I do not think it is the business of the Registration Authority to solve it. The attitude of the Board of Education towards the musicians is simply this: "You have doubts as to whether intending teachers can be taught to teach; we have no doubts at all. If music is not a mere handicraft—if it has an intellectual side—then the teaching of it must come under the same general laws as all other teaching. It is for you to find out how to apply the broad principles of teaching to your special subject. Go to the Cambridge Training College, the Maria Grey, or any other place where teachers are trained, and see if you cannot do something analogous to their work. We will give you time."

(iii.) is not a qualification at all. I would suggest the substitution of requirement (ii.) (2) on previous page (Order in Council): "must have passed an approved examination in the theory of teaching, have spent one year as a student-teacher, . . . and have produced evidence of ability to teach," omitting the words "at a recognized school." There are many schools where the general teaching is good enough for recognition; very few where the music teaching (piano, singing, violin, &c.) has any cohesion, any unity of method or of aim. Teaching under supervision is necessary; but, if the supervisor is only a rule-of-thumb teacher, it is useless as training, for the whole idea of training rests on the supposition that the practice shall be correlated to some kind of theory.

It was suggested to me by a head mistress that the music teachers, while qualifying in music at their own colleges, might attend a day training college for the theory of teaching; but this would not meet the case at all. They might listen to lecture after lecture without hearing a single instance of method taken from the teaching of their own subject; for, though the general principles are the same for all, the entire "thinking material" of music is different from other material, and needs special treatment. It is in the *application* of the general law to the new subject that the student needs so much help. The theory, to be fruitful, must be illustrated by practice. The day training college arrangement would end in discouragement and hopelessness.

When examined before the Royal Commission in 1895 Sir Alex. Mackenzie expressed his conviction that music teachers could not be trained—I believe Sir Hubert Parry shares that opinion; but this proves nothing, except that these gentlemen—brilliant musicians and composers of the first rank—are not also experts in the teaching of children, a different line of work altogether. The problem lies entirely outside their experience, and they should have no more hesitation in saying: "I know nothing of the theory of teaching or the conduct of a practising school" than in saying: "I know nothing of electrical engineering or how to run a trolley-car." Yet, as heads of the chief musical colleges, they will, very properly, be consulted;

and their opinion, though not likely to affect the opinion of the Board of Education, may appear a serious barrier to its action. As a matter of fact, should the problem be solved, I believe no one would more truly rejoice than the Principals of the Royal Academy and the Royal College. But one thing seems clear: if a person cannot train a teacher, he cannot examine a teacher (as teacher) nor certify his ability; and, if an institution says it cannot train, its "teacher's" certificate is valueless. To acknowledge such certificates as sufficient for the Register would give good ground of complaint to the other teachers, who have to fulfil all the conditions of the professional qualification. Would it be logical to say to the B.A.: "Your knowledge certificate is one thing, your professional training quite another; you cannot come on the Register without meeting our requirements in theory and practice of teaching," and to accept the Mus. Bac. in virtue of his degree alone? It would be illogical and unfair, seeing that the Arts graduate has in most cases spent three or four years at a University and had a liberal education, while the musical graduate has got up one subject, and his general culture often leaves much to be desired.

There are, no doubt, difficulties all round, but none of them insuperable; and, as a rule, if a certain kind of article is required, the machinery for producing it is forthcoming. Fifty years ago there was as little provision for the training of the school teacher as there is now for the music teacher. The first trainers were themselves untrained. They had simply that enthusiasm for the work of teaching which compelled them to find out the best ways of doing it. They read of the work of the older educationists; they compared methods and tested principles in their own practice, and what they found out they passed on to others. Ideas were freely exchanged, freely acknowledged. They compared notes; they helped one another. Only in this way can such a work be accomplished. They toiled, not each for himself, but all for education. But their work was slower and more difficult than it need have been because they had actually to coax students to come and be trained. How much more might have been done had their arguments been supplemented by the gentle persuasiveness of a Registration Act!

The work in the field of musical education may be, in some respects, more difficult, and the teachers might be allowed (under Regulation 4) a longer time to qualify, say five years instead of three. They have less literature of a directly helpful kind ready to their hand, fewer methods (with any kind of philosophic basis) to compare and learn from; and they cannot import ideas from abroad, for even in Germany pedagogics and music seem to be still running on parallel lines. In other respects it should be easier. The output of books on the science and art of teaching (in general) is now enormous; the principles they contain are just what the music teachers need in common with all teachers, and these have to be studied in their relation to one subject instead of many. Teachers can also, if they will, get many hints from their fellow labourers on the other side of the hedge; for, though the seed they are sowing is somewhat different, *the soil they are tilling is the same*, and their first necessity is to learn the nature of that. The only real difficulty in the way is the natural aversion of human nature to any change in the existing order of things and its dread of the unknown. A powerful lever will be needed to move that, and nothing is likely to be effectual but a wise and strong Registration Act. If that is applied *now*, to all teachers alike, I venture to say that in five or six years' time the music teachers will be deeply thankful for what they now oppose because they do not fully understand it—thankful that they were treated like other teachers and made into a profession in spite of themselves. If it is not done now, it only means a revival of the whole question a few years hence, with the added obstacle of an existing Act of Parliament.—I am, Sir, yours truly,

NUNC AUT NUNQUAM.

THE REV. U. Z. RULE has prepared "Graduated Lessons on the Old Testament," which will be issued in three small volumes for school use by the Oxford University Press early this month. The work has been edited by the Rev. L. J. M. Bebb, Principal of St. David's College, Lampeter. Mr. Rule has followed the text of the Revised Version, and has called special attention to the moral and religious lessons which may be drawn from the history.

(Continued on page 663.)

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UNIVERSITIES AND SCHOOLS.

OXFORD.

The Greek controversy has slept during the three months of vacation, but will shortly be awakened, no doubt into active life. A committee has been formed, containing some moderately eminent names, to collect and focus the (doubtless numerous) opinions adverse to any change involving the alternative to compulsory Greek in Responsions. A worse danger which threatens the reformers, if rumour may be trusted, is the intention of some of those who supported the proposed reform to vote against the first resolution (which simply affirms the principle of optional alternative) because the remaining resolutions do not fit in with their particular view of what is desirable. It is well to point out clearly the entire unreasonableness of such action. What is proposed to Congregation is *not* a statute, but a series of resolutions. The first resolution simply states what these persons desire. If this is thrown out, the other resolutions are withdrawn, *i.e.*, all chance of reform is for the time lost. If it is carried, reform becomes possible; but the details are still unspecified until embodied in a statute. The statute will be framed to meet the views of Congregation, as shown by the votes on the other resolutions. Therefore, what these people, if they exist at all, ought obviously to do is to vote *for* the first resolution and *against* any of the others with which they do not agree. If they prefer no reform at all to a reform which does not exactly carry out their views, they can always vote against the statute when it is brought before the House. But to vote against the first resolution at this stage is to stultify themselves at the outset.

The only event of the Long Vacation is the issue of the class lists, which appeared this year on August 6 in the special *Gazette*. In the competition of colleges the honours of 1892 go to New College, with Balliol (for once) a good second. An analysis of all the class lists (Literæ Humaniores, History, Law, Theology, Mathematics, Science, and English) gives the following results, which may interest some of your readers. In the seven schools there were 68 First Classes awarded, which fell to the several colleges in the following proportion:—New College, 11; Balliol, 10; Christ Church, 6; Trinity, 5; Corpus, Magdalen, St. John's, 4; Queen's, University, Worcester, 3; Brasenose, Exeter, Hertford, Pembroke, Wadham, 2; Keble, Lincoln, Merton, Oriel, Pope's Hall, 1. In the School of Literæ Humaniores, which retains its pre-eminence, the 24 First Class Honours were divided among eleven colleges as follows:—New College, 6; Balliol, 4; Trinity, 3; Christ Church, Corpus, University, Wadham, 2; Brasenose, Exeter, Oriel, 1.

It may be added that the women students obtained 6 First Classes—viz., 1 in Literæ Humaniores, 1 in Natural Science, 3 in History, and 1 in English. They also won no less than 21 Second Classes in the School of Modern History, and 1 in the examination for the B.C.L. degree, which is regarded as an especially difficult examination, being of the nature of advanced or post-graduate study of law, compared with the ordinary Honour School of Jurisprudence.

Considering that the total number of women students are about equal to those of Balliol College, and considerably less than Christ Church or New College, the success indicated by the above facts is no inconsiderable achievement.

IRELAND.

The most important event of the last month, the meeting of the British Association in Belfast, is noted elsewhere. The Educational Section was generally considered the most interesting in this year's meeting. Papers on various aspects of Irish education were read by Dr. Starkie, Resident Commissioner of National Education; Mr. Gill, the Secretary of the Department of Technical Instruction; Mr. Jones, of the Belfast Academical Institution; and the Rev. Andrew Murphy, of St. Munehin's College, Limerick. The last two dwelt on the evils of the intermediate system in the past, and expressed considerable dissatisfaction with the present state of things produced by the changes made in the system by the Commissioners. Mr. Gill's paper was mainly an able defence of the teaching of science in secondary schools as part of a good general education, and an elucidation of the ideals of his Department, which is administering this side in Ireland.

Dr. Starkie's address was a passionate philippic against the evils that weigh on Irish education, and, while certainly too pessimistic, contained what is essentially true. He pointed out the need of a Central Authority in education and the co-ordination of its various parts into one system, the utter want of training or adequate remuneration for teachers in secondary schools, the alarming effects of the examination and payment by results system, the want of interest in education among the laity, and the evils produced by the clerical dominance. At the same time he declared he saw no hope of any improvement in these respects. The evils in secondary education which he described are incontrovertible. His denunciation of the absorption of all educational posts by clerics in Catholic education, including the omnipotence of the clerical "managers" in the primary schools, confirms what Mr. O'Donnell in

his recent book has already emphasized. At the same time, the National Board itself is open to much criticism in its dealing with the primary schools. Moreover, the mode in which education is administered in Ireland prevents the laity taking an interest in it, and also the willing raising of local funds to keep the schools in repair and generally support education. Each school is wholly managed by the clerical manager and the Board. The public are not consulted or informed or allowed the slightest participation in the direction of education. Both the National Board and the Intermediate Board meet in profound secrecy, and deliberate and decide on their own responsibility; their proceedings are never reported, they suffer no interference from the public, and the latter are naturally wholly ignorant about, and wholly uninterested in, the schools.

Immediately after the close of the British Association meeting a Conference of Science Teachers, initiated by Miss White, the Principal, was held in Alexandra College, Dublin. It met on the afternoons of Thursday and Friday, September 18 and 19, and in the morning and afternoon of Saturday, the 20th. Prof. Armstrong; Prof. Howes; Dr. Kimmins; Miss Clarke; Mr. Harold Wager; Prof. McClelland, F.R.U.; Mr. Culverwell, F.T.C.D.; Dr. Emerson Reynolds, Professor of Chemistry, T.C.D.; Dr. Joly, Professor of Geology, T.C.D.; Mr. Heller, Organizer of Science Teaching in the National Schools; Mrs. Thompson, M.A., of Alexandra College; Mr. Horace Plunkett; Mr. Gill; Mr. Blair; and Mr. Fletcher, of the new Department, were among the speakers, and there was a very large attendance of teachers and the general public. The programme and methods of the Department, by which science teaching in Irish secondary schools is controlled, were criticized by Dr. Emerson Reynolds, Father Bodkin, and a few others, but both were strongly defended by most of the speakers, and the scientific men present expressed warm approval of the aims of the Department and the syllabus they had issued. Prof. Armstrong expressed disappointment that in the Conference the teachers had not more fully expressed their difficulties, and so received more practical help from the visitors present; and certainly the remarks of the teachers, with some notable exceptions, were insignificant. But undoubtedly science teachers must have derived stimulus and many valuable suggestions from the Conference, though, of course, not the direct benefit to be derived from demonstration lessons or personal intercourse with the scientific authorities brought together by the Conference.

The results of the Intermediate Examinations held last June were announced early in September. They were not published, but each head master was informed as to what his school had done. By this method nothing has been made clear as to the number of exhibitions that were given, or on what principle prizes, honours, and passes have been awarded. Some schools have since announced successes they have achieved. It is known that the number of failures in the Preparatory and Junior Grade is phenomenal, and great dissatisfaction prevails with the state of things.

The Board stated that the Pass Examination would be so easy that any pupil fairly well taught could pass it, but they made it necessary to pass in six subjects, many of them with long and difficult courses, and the papers set were in several subjects far from easy. The method of examining, also, by which one examiner set the questions and a number of assistant examiners corrected and marked them, is not likely to produce good results. No previous revision of the papers set seems to have been made by the Board. After a session in which the overwork in the schools was serious, the results show that on an average less than 50 per cent. of the pupils passed.

The attempts of the Intermediate Board to reform their system perhaps demonstrate more clearly than anything else the necessity of abolishing such amateur, unpaid management in education, and substituting skilled and responsible direction for it—in fact, the Education Department Dr. Starkie pleads for.

Among the most attractive sections in the very successful exhibition being held at Cork at present is that of Education, in which educational exhibits are shown. They chiefly consist of technical and manual work done by pupils. The section is the first of its kind ever shown in Ireland.

The Intermediate Board have published extracts from the reports of the temporary inspectors whom they employed last session to visit the intermediate schools. The inspectors, Messrs. M. A. Bayfield, C. Brereton, W. Cassie, T. M. Roberts, E. S. Shuckburgh, and J. E. A. Steggall, began their inspection in October and concluded it in May. They visited over three hundred schools, reporting, however, on only the intermediate classes, that is, the teaching given to pupils between the ages of twelve and seventeen. Apparently only one visit, varying in length from two days to half a day, was given to each school. As only "extracts" are published, it may be that the Board have chiefly selected those portions in which faults are pointed out, but assuredly the picture given of the state of Irish secondary education is extremely depressing. Comment is made on the discomfort and want of cleanliness in the boys' schools. In regard to such matters the convent schools are highly praised. The state of the buildings and the arrangements in most schools are of a low standard, and the pupils often inert and depressed. Much fault is found with the slowness of the teaching and the faulty

(Continued on page 670.)

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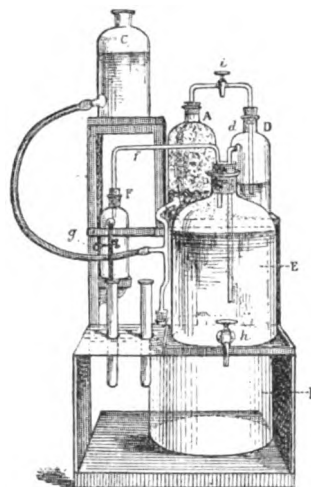
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methods of questioning. Scarcely any praise is given to the teaching (except in mathematics), and a painful record is made of the lowness of the teachers' qualifications. Some indignation is felt among science teachers at the remarks made on them, as this side is exceedingly well inspected by the highly qualified inspectors of the Department, and the six general inspectors of the Board are said to have paid the scantiest attention to the science teaching and then written this disparaging report of it.

There is reason to think that these reports are unduly depreciatory, but the faults are such as would naturally arise under the intermediate system, in which there was a total neglect of inspection of teaching and premises, no provision for training or adequately paying teachers, and the very worst effects of payment by examination results. These reports are the greatest condemnation of the work of the Board for the last twenty years.

SCHOOLS.

BOLTON GIRLS' HIGH SCHOOL.—Three girls gained Higher Certificates, and three gained letters. There were four distinctions in Physiology. The new members of the staff are:—Miss H. F. Church, Honour School of Natural Science, Oxford; Miss J. W. B. Gould, Modern Languages Tripos, Cambridge; Miss E. M. Smith, Modern Languages Tripos, Cambridge.

BROMLEY HIGH SCHOOL.—In the Joint Board Examination for Higher Certificates, Certificates were obtained by Violet Blyth, Beatrice Batham, Dorothy Brock, Dorothy Gedge, Myfanwy Nicholson, and Nellie Rawes. Dorothy Brown gained distinction in mathematics, having obtained her Certificate in the previous year. A Girton Mathematical Scholarship of £50 per annum for three years, given by the Clothworkers' Company, was awarded to Dorothy Brown.

DUBLIN, ALEXANDRA COLLEGE.—The record of Alexandra College at the examination held under the new regulations of the Board of Intermediate Education in Ireland has been a very brilliant one. Of the students who entered 90 per cent. passed, a large proportion of these obtaining honours. In the Senior Grade Miss Marion Beard obtained a modern literary exhibition, value £50, with the medal for first place in French and prize for French composition; and Miss Alice Douglas also won a modern literary exhibition, value £40. Prizes in books, value £3, were awarded to Miss C. Mann and Miss G. Wedgwood, who retained exhibitions value £20 each. Miss E. Moore retained an exhibition won in the Middle Grade, value £30. In the Middle Grade a classical exhibition of £30, and the medal and a prize for English, have been awarded to Miss O. Purser, and modern literary exhibitions, value £30 and £25, to Miss A. Aimers and Miss C. Stack, and a science exhibition to Miss Mary Warren. Miss A. Aimers has also won the medals for first place in French and German, and prizes for composition in these subjects and English. Miss R. Fitzgerald has obtained a composition prize for English. Two exhibitions gained in the Junior Grade have been retained by the students who held them.

MARLING SCHOOL, STROUD.—P. E. King, Inter. Science (London), County Council Scholarship of £60 a year for three years, tenable at the Dyeing Department, Yorkshire College, Leeds; A. M. Beale, Inter. Science (London) in Engineering; H. G. Mayo, Senior Optime, Mathematical Tripos, Science Master at Norwich Grammar School; J. E. Boun, Indian Police.

PORTSMOUTH HIGH SCHOOL.—Madeline Chapman has passed London Matriculation, First Division. Jessie Goodman has obtained a Cambridge Higher Local Certificate in Groups R, C, and A, with Second Class Honours in Class A. Miss Denham and Mlle. Dupont have left the school, Miss E. Marshall and Mlle. Botharowska taking their places.

STREATHAM HILL HIGH SCHOOL.—Two candidates entered for the full Certificate of the Oxford and Cambridge Joint Board Examination, and three for letters; one obtained the full Certificate and four obtained letters. Of nine candidates for the School Examination of the Associated Board of the Royal Academy of Music and Royal College of Music, two obtained Honours and five Pass certificates. In the examination for the Junior Commercial Certificate of the London Chamber of Commerce, E. Hooper, M. Pegler, and D. Mohbs passed. E. Murray passed in Part I. of the Froebel Higher Certificate, with distinction in Zoology. J. Baumann has obtained the degree of Ph.D. at the University of Heidelberg—a distinction gained as yet by very few women. L. Bagster, Girton College, has obtained a First Class in the Natural Science Tripos; L. Way, Holloway College, a Second Class in the Oxford Final Honours School of Modern Languages; D. Haslam and M. Godlouton the Froebel Elementary Certificate.

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(Continued on page 674.)

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(Continued on page 676.)

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THE NEW CHRIST'S HOSPITAL.

By A VISITOR.

SO many people imagined that Christ's Hospital had moved into the country before it really had that it is possible that others may be astonished to discover that the old school has actually gone at last and has done about three months' work in its new pastures. About the visitor who writes these words nothing need be said beyond the fact that he had many reasons to love well the old school in the City, none to love the new school on the Sussex Downs; so that he started on his expedition with a prejudice against the new school rather than with a bias in its favour. The only other preliminary remark that need be made is that the day of his pilgrimage happened to be fine and sunny; so that he saw all things at their best. Knowing that visitors during term-time are (with reason) apt to be regarded as a nuisance, he paid his visit in the holidays. A journey from Victoria, lasting little beyond an hour, lands the pious pilgrim at the station of "Christ's Hospital, West Horsham." An omnibus is anxious to take him to the school, but the distance is so short that he may well prefer to walk. On his right lie meadows and a wooded gorge—"the lag"—and on his left the scattered buildings of the school. The compact part he does not realize at first. The huge infirmary, with its seventeen big baths, the laundry, isolation buildings, electric centre, doctor's house, gymnasium, baths—these are some of the buildings that first strike the pilgrim's eye. It cannot be said that they are beautiful, but they are useful, and, if it be objected that they are red and garish, the answer is that they are new, and will tone down in time. Also, it must be borne in mind that Christ's Hospital in these days welcomes many students from the Board schools, and that they could not be expected to put up with sombre stone that did well enough for Lamb and Coleridge and some fairly famous men of later days. Some people will see with satisfaction that the old school in Newgate Street is now in the hands of house-breakers; if work continues as it has begun, there will not in a month or two be left one stone upon another. Other people do not share this satisfaction, but, like some other "incidents" that we "regret," it is not anybody's fault. The Governors of the old Hospital did not wish to leave the City; the Charity Commissioners did not insist upon the demolition of the old Grey Friars' cloister; some societies and individuals raised protests, but were unable to raise capital wherewith to buy the bit they wished to save—but it is possible that men of later days may use harsh words about a generation that allowed such work to be levelled with the ground.

But it is high time to get back to the new Christ's Hospital. The second thing to strike the stranger is the open nature of the school; there is no lodge, no gate, no regular entrance. He can at no one moment say: "Now I am in the grounds." The boys and masters, if not as blameless as the distant Ethiopians, are as "careless" as the Zidonians, living "quiet and secure." (By the way, after recent experiences, it is pleasant to associate the idea of "security" of any sort with assistant masters.) Not only has the new Christ's Hospital got no lodge or gate or bound, but no master's house has any wall or hedge. The masters at the end of May arrived to find their houses surrounded by what might be called ploughed land. It says much for their industry, and for the kindness of the soil, that September finds them with grass-plots round their houses, flowers, and kitchen gardens not far off that have provided them with peas, French beans, potatoes, and promise of green meat for months to come. Their industry strikes the stranger as the more praiseworthy because the garden work they must have done has been carried on in public, so to say, no wall or hedge serving to ward off the passing eye. It is obvious that assistant masters who have been lately put to the expense of moving have not many coins to spend on gardeners.

When the stranger reaches what has been written of as "the compact portion" of the school, he finds himself in a large quadrangle that consists of four main buildings—viz., the Chapel, Hall, Big School, and Science School. The last named was a revelation to a person educated—if such a verb can be applied to him—in the pre-scientific age. He had heard of palaces of art, but he had never seen a science palace; he could realize some of the sensations of the Queen of Sheba when she saw Solomon in all his glory; and he rejoiced to think that in the future boys with other tastes than his should have so fine a chance of improving and developing their powers. Prof. Armstrong must be glad to think that one more school will give

a boy such chances. The various rooms bear names associated with scientific honour, such as Davy, Faraday, and Dalton (just as the boarding houses carry names honoured in Christ's Hospital—Lamb, Coleridge, Maine, and so forth), and in the rooms are Bunsen burners, sinks, and lockers, and mysterious contrivances wherein a boy may work when possibly light is not desired and fumes may be unpopular. Leading from the larger rooms are smaller special rooms for lathe, acid, stores—to say nothing of an absolutely dark room. Near this Science School are the art school and the one room that acts as library and museum; these are all quite adequate, but not remarkable, and the same may be said about the music school. Taking the four big buildings in the reverse order to that in which they were first named, we will move on to the Big School. This building struck one stranger—him who now is writing—as the chief success of the whole school; its proportions are fine, and its roof, with its pendent woodwork (technical terms are avoided because they are not known) is such a thing of beauty as to promise to be a joy for ever; the Chapel not being quite finished, this Big School has served so far as a chapel, and when it is furnished as a big school its beauty may be yet more evident than now; the fittings for the electric light are an improvement to the room instead of a disfigurement, as they often are; and perhaps the colour of the panels is the only thing that might be altered with advantage. The old pictures make a brave show. The dust and dirt of London, to say nothing of an occasional butter-bullet, had tended to obscure their beauty; of some, indeed, the details were quite invisible; but all have been “restored,” and in the bright, clear air of Horsham may long retain their second youth.

Massed round the Big School are many of the class-rooms, and, to facilitate the gathering of the boys in the Big School during school-time, there are bridges of brick leading from the class-rooms on the first floor to the gallery of the Big School. By the way, the staircases leading to the first floor are formed of wood in such a fashion as to deaden the sound of even many boys rushing up or down the staircase. Of the class-rooms generally it may be said that they are rather small, and in most of them there is the incongruity between the brand-new room and the old London desks. Such blends are probably the result of compromise between the old spirit and the new. It must be added that where old bits of statuary or building have been translated to the new school the result is satisfactory. The images of “Blues” and monarchs look quite happy, and the “Grecians’ Cloister” has not suffered by the transplantation, but the same cannot be said about the splendid bit of brickwork that used to surmount the entrance to the Hospital from Christ Church Passage, and now is built into the outside of the Hall.

This naturally brings us to the Dining Hall, which, as has been hinted, is not so striking as Big School. Of the Hall the striking feature is, perhaps, the “full length” window at the upper end, *i.e.*, the window at the side of the high table where the masters eat their luncheon. This narrow window runs almost from floor to roof, and has many coats of arms. Near this Hall are a Common Room, where masters may foregather, another room where they can dine, and yet another which looks as though some one or other might have smoked in it. To go back to the Hall for a moment, its outside proportions suffer somewhat from the long narrow window that is so effective from the inside, and its roof looks “flat” in every sense after the splendid roof of the Big School and the fine one that adorns the Chapel; but no one would expect to have all the roofs alike.

We pass to the Chapel, and to one pair of eyes, at any rate, this seems the least satisfactory of the large buildings. It is fair to bear in mind that it is not yet quite finished. The east end and the west end pleased one visitor, with the exception of the Holy Table, which seemed mean and meagre. The outer door, the ante-chapel, and inner doors of carved open work (this language is painfully untechnical) are excellent, and so is the stone reredos, which, with some other things, is a thank-offering from some “old Blues” and other folk that loved the old Christ's Hospital, and the east window is satisfactory, though possibly the figures of some little “Blues” in it may tempt some boys to spend in wondering “what fellows they are meant for” some time that might be better occupied. But the space between the east and west has not been made the best of. The open space up the centre is broader than it need be, and the seats are far too narrow; a well grown boy would find it hard to kneel; there ought to be more gangways to the seats, and some sort of “stall” in the top row would have been a great improvement. Also, as

things are, there is a big space of unrelieved brick wall between the seats and windows and between the windows: also, there is a gallery at the west end, and, if it is used by fairly careless people, there will be some broken bones, for the stone steps that lead to it are steep and narrow. It must not be forgotten that there is a Court Room for the Governors, which is adorned by the great “Shark” picture; but, good as the room is, it may move tears in the mind of him who bears in memory the grandeur of the old Court Room in the City.

Among the details that may be put in here are the facts that several of the class-rooms can be used as one room or as two by means of screens—or, rather, moving walls—and also that cloisters made of pretty brickwork run all round the large quadrangle, and that on the top of some there is a road where one can walk, whence might be had a splendid view of any spectacle. Many of the old London statues are in niches; but some niches are still empty, into which statues of distinguished Blues might yet be placed. One of the beauties of the Big School that was not mentioned in the proper place is an outer doorway of carved stone that would win admiration anywhere. By way of contrast, you get a fine view from the grounds, which includes a hill just over Worthing; and—here is the contrast—in bad weather you can get about the premises by a subterranean passage, that is appropriately called “The Tube.” Among the things first seen by the visitor are some fives-courts and some glass roofs that suggested forcing-houses for the intellect—but the suggestion had no basis in hard fact.

The boys are not made stupid yet by over-education. The present writer has the luck to have a friend among the Blues (they still wear blue—another compromise!) who can both write and draw. His letters are a joy, and no less to be depended on because not written with a view to publication. Had the present writer visited the school in term-time, he would have felt at home with many of the twenty-four new masters, so vivid are their portraits in the letters and so lifelike the account of their peculiarities; some of the boy's remarks may follow soon. It is pleasant to hear, from one of the translated staff, of “air delightfully bracing and fresh,” of “a charming sitting-room and bedroom,” of boys at the end of July “looking wonderfully ‘fit’ and well, instead of washed out and anæmic, as they used to look in town.” In the natural confusion of the early days his verdict was: “The boys are splendid”; and at the end of term: “The boys are still wonderfully good.” But that good conduct did not begin at Horsham; it is the harvest of an earlier sowing. The architect, at the suggestion of some unknown person, had inserted spyholes through which masters from their rooms might watch the boys; these were, before the beginning of the term, “howled at by the whole staff and blocked up.” This was reported by the master already referred to; and the artist-boy drew a delightful picture of the architect's notion of a master—a creature always in a cap and gown, always round the corner, always spying. His first letter started thus:—“I know you would like me to tell you about this place. It is simply glorious; . . . each house has two night rooms, one large day room with lockers, . . . two studies for the Grecians. They are not more than head monitors now; they have to look after the ward (*i.e.*, dormitory) and have meals with the other fellows—an unheard of thing in C.H., London. . . . We have electric light, basins (in London there were taps), and shower-baths; two masters in each house (a senior and a junior). . . . The big Hall is not half so tall as the old one, or so grand. The big picture is cleaned up, as are all the others; I never knew what it was like before—it had an inch of dust upon it. . . . The masters dine in Hall, at a large table raised upon a platform; two dance round during dinner, giving orders, &c. Opposite the big Hall is Big School, and there we have service, as the Chapel is not finished. On Sunday we are allowed out of bounds. There are lovely walks, fields for cricket, &c., gymnasium, baths, electrical works with a large, tall, and very smoky chimney. I miss the London outings to the picture-galleries, but I think the Sunday walk and the beautiful playing-fields make up for this. On the whole, I think I prefer this life to the old London life, as also do most of the other boys, I fancy. . . . The new Head is awfully nice; he lets us come to tea in our ‘whites’ if we put on our C.H. coats over them.”

So far as any notion of the new Christ's Hospital is to be gathered from the visit of a person who was fond of the old place, and from the words of a master and a boy who have known the old school and now know the new, here such notion is.

SCHOLARSHIPS FOR BOARD-SCHOOL GIRLS.

By FLORENCE B. LOW.

THE London Technical Education Board has done, and is doing, such excellent work in so many directions that it seems ungracious, and almost impertinent, to offer any adverse criticisms of some of its methods. Yet those who have been actually engaged in dealing with the material the Technical Board desires to benefit may reasonably have some useful contribution to make in the hope that defects observed in the working out of their scheme, which have probably escaped the attention of the members of the Board, may be remedied, and now, when a new Board has just been appointed, seems a favourable moment. All new schemes are necessarily only tentative, and criticism based on knowledge, and on a desire to help those for whom the originators of the scheme are so earnestly working, may often be of great value. The members of the London Technical Education Board are as excellent a set of men as could be found anywhere; zealous for education, and enthusiastic to establish that "educational ladder" the idea of which, I am inclined to think, is the cause of many of their blunders. But, in spite of their excellent qualities—or, perhaps *because of them*—they have certain serious defects. Judging from one branch of their work—I speak here only of the scholarships offered to girls under sixteen—they are idealists of the most extreme kind, and not practically acquainted with the needs and capacities of young people. They seem to have in their minds some kind of an Utopia in which all shall crave for the higher education, and, far more idealistic still, where all shall be fitted for it; and, in order to help on this happy condition of affairs, they offer scholarships broadcast to mere infants from Board schools.

In 1900 252 Junior Scholarships were awarded to girls under thirteen attending elementary schools in London. These scholarships covered education for two years at some secondary school, and maintenance during that period. Of that number a very fair proportion were *considerably under* thirteen, some being as young as eleven; as extra marks are given to every child who is under thirteen, it is only natural the teacher should want to send in the candidate as young as possible. Therefore, to take an extreme case, a child of eleven may have been worked for a year or so previously for one of these scholarships—at what expenditure of brain and nerve energy can be imagined, especially when one considers the enormous competition and the physique of the children. The examination is fairly easy, consisting of arithmetic, composition, and dictation—which are obligatory—two subjects from Group A (needlework, obligatory for girls, grammar, domestic economy, history, geography, drawing); two from Group B (which includes some of the above subjects, if not already taken, as well as French, algebra, botany, mechanics, chemistry). The questions are well set, and not, one would imagine, above the standard of an ordinarily intelligent and properly taught girl of twelve or thirteen.

Of the large number who gain scholarships I believe but a *very small* percentage are in any way capable of advanced intellectual work; and by this statement I do not imply that Board-school girls should not have an opportunity of continuing their education beyond the present very low age limit. My contention is that a purely intellectual education such as is given in the ordinary secondary school, involving preparation for written examinations, is to be reserved for the few. Any one who has taught these scholarship children would, I think, agree with me, that the majority of them cannot do severe brain work. Indeed, the wonder has often been on what grounds some of the children ever gained scholarships. Had a certain number of scholarships to be awarded yearly, whether candidates were fit or not? I imagine this to be the case, for on no other supposition could some of the scholars have found their way into secondary schools. The two years' hard work—and I shall try to show later how hard that work is—was not only useless to some of them, but absolutely harmful on account of the terrible brain pressure. Apart from the mental capacity of the children, many of them were of such low physique that it seemed almost cruel to put pressure on underfed, anæmic, rickety-limbed Londoners, who often come long distances to gain this so-called "higher" education. I can recall to mind several children who, I am convinced, were habitually underfed, and,

indeed, many of them existed on buns and the lightest of refreshment during school hours.

I have treated this part of my subject somewhat in detail in order to show how ridiculous it is to expect these children who gain Junior Scholarships to profit by the course of study laid down for them for the next two years. Suppose a child of thirteen—the extreme age-limit—is the happy winner of a Junior Scholarship; with this she proceeds—sometimes a good long way—(I remember the case of a Whitechapel child who "proceeded" to a school many miles away) to a secondary school for two years, and prepares at once for the Intermediate Scholarship, which gives two years' further education and maintenance grant. The amount of knowledge required for this second examination is tremendous when compared with the amount possessed by the child on entering the secondary school. My experience of these children has shown me that they leave the Board school with a good knowledge of arithmetic, grammar, and geography *or* history (only one of the latter subjects appears to be taught in many schools), often of a mechanical kind. I remember one small child who informed me "We've done history, Miss," and, in a sense, she certainly had *done* it, if knowing a great number of dates from 1066 to 1815, and, parrot-wise, a multitude of facts of not much importance, was "doing" history. The same youthful aspirant to learning showed a marked distaste for continuing her studies in history, presumably on the ground that, as she knew it already, it was mere waste of time, and, like the late Master of Balliol, she may have mentally said: "What I don't know isn't knowledge!"

The subjects required for the Intermediate Scholarships for girls under sixteen—and, if the Junior Scholarships have been gained at twelve, the candidate may be just over fourteen—are as follows:—(1) preliminary and obligatory; (2) final, subdivided into (a) obligatory, (b) optional.

The preliminary subjects are arithmetic, composition, geography, history, elementary mathematics; the obligatory subjects in the final examination are English, elementary mathematics, elementary science, elementary knowledge of a modern language; the optional subjects, for which six hundred marks are given—three hundred marks to each subject mentioned in the following list, with the exception of needlework and dressmaking, which are marked at two hundred—are French, German, Latin, Spanish, Italian, pure mathematics, applied mathematics, mechanics, light and heat, electricity and magnetism, chemistry, botany, and drawing. Now, as a child may gain a Minor (or Junior) Scholarship on a knowledge of, say, needlework, grammar, geography, and domestic economy (as well as arithmetic, dictation, and composition), during the next two years she may have to learn three, four, or even five, entirely new subjects, as well as increasing her knowledge of subjects already learnt. Thus a child on entering the secondary school will very likely *begin* French, German, or Latin, history *or* geography, mathematics, special kinds of drawing. German or Latin is generally learnt, because it is distinctly stated in the regulations that "no candidate may offer as an optional subject the language which he or she has offered as an obligatory subject," and, notwithstanding the long list of optional subjects, it is difficult for a girl to make up her marks except on a modern language, Latin, or drawing. The sciences and mathematics are, I believe, rarely attempted by the girls; dressmaking and needlework, which would probably come easy to many of the girls who have received excellent instruction in these subjects in the Board schools, are naturally often neglected, as they only receive two hundred marks, instead of the three hundred given to the other subjects. The amount of knowledge required in each subject is considerable, the standard being higher than that of the Junior Cambridge, I should say; and any one who has had the slightest experience of teaching young children knows how utterly impossible it is to teach *properly* all these new subjects within the space of two short years. Fancy the mental condition of the Board-school child who is introduced to French, German, mathematics, history, and design in drawing all at the same time! Is it to be wondered that she becomes stupid and dazed, and does her work in a hopelessly mechanical fashion? I have taught the history, German, and French required for the Intermediate Examination, and I know that it is only possible to get through the necessary amount by *cram* pure and unalloyed. From the moment the Board-school scholar enters the secondary school to the time when she emerges two years later, her school life

has been one long feverish rush and scramble to pick up "knowledge."

It should be remarked that the secondary school honestly desirous of doing its best by these children constantly gives extra lessons, so that the scholar's preparation time is encroached upon; it must be remembered also that the home surroundings of these children are by no means conducive to quiet study—very often a girl works out her mathematical problems or writes her German composition to the accompaniment of scrubbing, crying, or the noisy conversation of many young brothers and sisters. The hours when she ought to be doing a little healthy domestic work, sleeping, or taking exercise are devoted to mental work in an often tainted and over-heated atmosphere. In these circumstances it is not surprising that the children constantly appear at school looking thoroughly fagged out, and more fit for bed than anything else.

If, however, most of the children who have gone through this two years' course obtained the Intermediate Scholarship, it might be argued with some show of reason—quite wrongly in my opinion—that this "cram" was worth while as leading to two years' further education; but, as a matter of fact, only a very small percentage of the children who gain the Junior Scholarships are successful in winning the later ones. Thus last year, while 252 Junior Scholarships were awarded, only 29 Intermediate ones were given; so it is quite clear that the Board must intend the two years' course to be useful in itself, and not as preparatory to still more advanced work. Assuming the numbers just quoted to be a fair average, it will be seen that about 12 per cent. of the Junior Scholars get Major Scholarships, and it is, therefore, quite fair to judge of the scheme not from the point of view of the 12 per cent. successful ones, but of the 88 per cent. who do not continue their education beyond fifteen or sixteen. Before entering, however, into the question of the 88 per cent., let us consider for a moment the case of the 12 per cent. They have gained their scholarships, and now for the next two years the grind—I can call it by no better name—is continued. In a few instances the girl is found thoroughly capable of advanced intellectual work, gains another scholarship, works for her London degree, and becomes in due course a mistress in a secondary school. She may make a satisfactory teacher, but I do not think that the training she has had is likely to be of much real value to her educationally; the years of "grind," of narrowed interest, of striving for results will have left their inevitable mark on her character, and she is not one into whose hands I would give the shaping of a young child's plastic mind. And, in any case, the market for secondary teachers is full enough already; why should any more women but the most thoroughly equipped seek to enter it?

These remarks, however, only apply to the successful 12 per cent. What of the 88 per cent. who have to earn their livings at the age of fifteen or sixteen? The teacher cannot prevent herself from asking what benefit the Board-school children have derived from their two years' stay in a secondary school. Some advantage there must surely be, but it is difficult to say what it is; the disadvantages, on the other hand, are painfully obvious. Originally, I fancy, there was some idea that a mixture of classes in a school would be good—that the middle-class child would gain from intercourse with one of lower social rank, and *vice versa*. But I do not think this has worked out very satisfactorily. The scholarship children are rather a class apart, and, though I will not say they are looked down upon by the other children, somehow or other they do not mix. Class distinctions are very strong among the *bourgeoisie*, and nowhere more strong than among children. Thus, the Board-school girl gains little social advantage from her stay at a secondary school. This point may not be considered of much importance by many people; but of vital importance, every one will agree, is the question of her future. What is the girl fitted for? She has to earn her living; in what ways is she better prepared for this? Honestly, I must confess that I cannot see that the education she has been given will help her in the least towards a desirable livelihood; in many ways it has hampered her, for it has raised her hopes and desires, and made her feel superior to her former friends, who, on leaving the Board schools at thirteen, went as servants or factory girls. She thinks herself too "educated" to enter domestic service of any kind; and, indeed, her two years' close attention to study, during which time she has been unable to do any work in her

little home, has rendered domestic work distasteful to her, and herself unfitted for it.

In this connexion I may mention the case of a girl—the most miserable specimen in the world—who, after coming up with a Junior Scholarship, failed to get an Intermediate one, and of course left the secondary school. A few months later I visited a friend, and who should open the door but my late pupil, A—S—? She was acting as nursemaid to my friend's children, and when I asked how she was getting on my friend said she was absolutely useless—she was so apathetic and anæmic; she seemed, as, indeed, she was, utterly worn out. A few weeks later she left this place, and of her future career I know nothing. If, then, the girl is not fitted for domestic work, for what is she fitted? The majority, I should say, become clerks in the City, or enter the lowest branches of the Civil Service. At its best, clerical work is not satisfactory for girls; it calls for no originality, demands only the poorest capacity, is monotonous in the extreme, and often carried on under most unhealthy conditions. As far as salary is concerned, it compares unfavourably with domestic service. As the clerical market is at this moment terribly overcrowded, it seems a mistake to prepare young girls for this work while good domestic servants at high wages are utterly to seek. As mere wage-earners, therefore, this higher education has not been of any advantage; but there is, of course, another side of the question. Has the education been of benefit to their character? We hear on many sides cant talk of the effect of education on character; but is it likely that hard-worked teachers, having to get through an undue amount of work within a definite period, can pay much attention to the developing of character? Time that might well have been spent in talking with these children, in finding out their bent of mind, in discussing their difficulties, has to be devoted to cramming in a little extra knowledge. I cannot see that the education of these two years can touch the child's character in any way; though it may possibly have slightly improved her mental equipment.

It cannot truly be said that the children are helped and trained to become better *women*, for that would need far more personal intercourse between teacher and taught than is now possible; nor are they prepared to be good wives and mothers in the future, should they be called upon to play these parts, by having acquired the arts of domestic management, cookery, hygiene, &c.; nor are they fitted to earn suitable livelihoods in the last two years of their school life.

My objections to the present system of granting scholarships to Board-school girls may be briefly stated:—(1) It necessitates terrible overwork for two years. (2) General culture has to be entirely neglected. (3) Very little "technical" education, *i.e.*, cooking and dressmaking, is given. (4) The system tends to over-stock one particular branch of work—clerical work—at the expense of another branch of work which badly needs the service of women—domestic service.

If the facts and inferences brought forward are correct—and they are founded almost entirely on personal experience and on the experience of those engaged with these scholarship children—what should the Technical Education Board do to alter this state of affairs? I venture, in conclusion, to offer a few suggestions most earnestly, because I believe the needs of the Board-school children are so urgent, and the Technical Board has the opportunity for doing noble work, and for influencing not only the education of London, but, to a large extent, of England, and with extreme diffidence, because I feel that others with greater experience are far more qualified to give criticism and help.

First, I would suggest that, instead of wholesale examinations as at present, each head mistress of a Board school should select the girls, if any, whom she thinks capable of higher intellectual work, and submit them to the consideration of an educational committee consisting of, among others, women teachers in secondary schools. This committee would examine the girls orally as well as by written papers, and, as I imagine not more than a couple of dozen girls would be found really suitable for purely intellectual work, such a mode of examination would not be found impracticable. These girls would then enter a secondary school, take the ordinary curriculum, and in no way be distinguished from their companions. This would be quite possible if the subjects and the standard of the Intermediate Examination were reduced. If papers were set in three or four subjects, of which English and French should be obligatory, a

really excellent education, free from cram of any kind, might be given to these girls. As these twenty-four girls would be distinctly above the average, they would probably gain scholarships to one of the Universities, and reap great benefit from the money expended upon them.

The money thus saved—i.e., the difference between the cost of maintaining some 24 and 252—might be profitably spent on giving a large number of girls a really good *technical* education, in such subjects as dressmaking, cookery, sick nursing, &c., combined with some so-called *intellectual* education. Thus a girl might spend a couple of years in a secondary school with a technical department attached; she might give two hours daily to dressmaking and needlework, two hours to cookery, an hour or so daily to lessons on history, on the choice of books, on hygiene and the care of children, on citizenship. She need have but little home work, and excessive study would be unknown. She would learn during these two years something of the great books and great men that have influenced the world's history; her teachers would endeavour to create in her a liking for wholesome novels, so that when she leaves school she will not surfeit her mind on scraps. That taste alone would be worth two years' education. But, besides this, she will learn to respect manual work when she sees that it is no longer relegated to an obscure corner of the time-table. The teachers would endeavour in every possible way to influence her by personal intercourse, by books, by pictures, all of which are quite practicable when neither teacher nor taught is overworked. At the end of the two years she is as healthy as she was at the beginning, and fit to earn a living in many ways—as plain cook in a small family, as help to a dressmaker—and to-day dressmakers are crying out for young girls to assist them when they are willing to pay fair wages; or she may be of immense value at home for the next two or three years if she can cook and look after the younger children. She is prepared to become a good wife to a working man if marriage comes in her way, *because she has never neglected the domestic arts.*

I do not know whether the Technical Education Act allows it, but I would also suggest that residential schools be established for the thorough training of girls for domestic service, say, for four years, from thirteen or fourteen to seventeen or eighteen. I believe, if scholarships were offered, they would be eagerly competed for, and if the work of cooks, housemaids, and nurses was regarded as *skilled*—and all work for which training is necessary is so regarded—many girls who now look upon it with contempt would gladly take it up. Domestic service has fallen into disrepute because of late years any girl has been able to get a place; raise the standard of requirement, offer training, let the Board-school girl know the advantages of domestic work as compared with factory work, give scholarships, make the school of domestic training attractive, and girls who now flock in their thousands to become clerks at 10s. a week will once more accept the most suitable of all occupations for women.

I remarked in the early part of my paper that the members of the Technical Board were idealists. Perhaps they will retort by a "tu quoque." But is it Utopian to believe that before long the problem, "For what we are educating our Board-school children?" will be seriously faced, and that those interested in the future welfare of the race will see that the education of the Board-school child is of more importance than any other subject of national interest

POETRY AS A FACTOR IN EDUCATION.

A MESSAGE FROM NEW ZEALAND.

[FROM AN AUSTRALASIAN CORRESPONDENT.]

A PAPER which attracted a great deal of attention at the Hobart Conference of the Australasian Association for the Advancement of Science, held in January this year, was that on "Poetry as a Factor in Education," by Prof. Arnold Wall, M.A., of Canterbury College, Christchurch, New Zealand, and President of the Conference's Mental Science and Education Section. Prof. Wall is a distinguished and successful educationalist in this part of the Empire, and, on that ground, apart from the merits of his paper, his effort has excited great attention. The following is a summary of his argument:—The Professor takes as his text a quotation from John Stuart Mill's Autobiography, in which Mill describes the discovery of the importance of

poetry and art as instruments of human culture. He claims that, "if education be directed too exclusively towards the cultivation of the intellectual faculties of the mind, so that the emotional faculties are neglected, very disastrous results may follow." Poetry is soul food, and, at a time when "scientific" culture is showing such a strong tendency to oust the "humaner" system of education, he thinks that a rock is ahead if this soul food be neglected. Although English poetry did not have in the old system of education a fair share, yet, "in a random, scrambling way, I believe most Englishmen of brains and culture did gain some knowledge of at least our greater lights." The tendency nowadays, he continues, is to make our educative system "too exclusively rational and intellectual—to appeal to the reasoning faculties rather than to the gentler and more spiritual emotions." All true poetry, to the Professor, must make an appeal to the feelings, must stir or soothe. By feelings he means the higher emotions; for he goes on to add: "Some of the finest work of English poets must be a sealed book to youth, because they appeal to the lower, rather than to the higher, feelings." Proceeding to examine the various kinds of poetry which are open to the teacher to choose from, Prof. Wall begins with the epic: "The influence of the genuine epic, with its appeal to the healthy and natural story-loving instinct of youth and its imaginative presentment of the primitive and basic virtues, is entirely for the good; and, in the absence of any great accessible English epic for the purpose, I should personally like to see a fairly complete series of translations from the pure and noble classics of the Icelandic prose *saga*-literature read in place of it in our schools." He recommends a selection of Scott's ballad-like narrative poems, some of the stirring war poetry of Dobell, Tennyson, and Campbell, Aytoun's "Lays of the Scottish Cavaliers," "Henley's 'Lyra Heroica,' some very carefully selected pieces of Mr. Kipling, and some such modern work as that of Mr. Newbolt. Lyric poetry he warmly commends, excluding, however, the great mass that is amorous and complimentary in tone. He cannot see that any good purpose is fulfilled by the young studying "Drink to me only with thine eyes" or Waller's "On a Girdle." Lyrics such as parts of Tennyson's "In Memoriam" the Professor would—though admitting that the meaning is sometimes not completely comprehensible by the young—have learnt by heart to enrich the soul.

Dramatic poetry he handles carefully. He thinks Shakespeare over-taught and over-annotated, and remarks that the greatest of Shakespeare's plays, especially "Othello," "Lear," and "Hamlet," are very questionable food for youth, dealing, as they do, with mature passions of a very violent nature, and touching upon the deepest and most obdurate secrets of our nature. He feels, however, that an intimate literary acquaintance with a character like that of Falstaff is an excellent preparative for entry into the world of real men and women. Our religious verse, especially the best work of Vaughan, Herrick, Milton, and Donne, he would give a good place to in any curriculum. Amongst the poetry unsuitable for reading in schools the Professor includes (1) satire; (2) pastoral poetry, with exceptions like "Lycidas"; (3) rhetorical verse; (4) didactic poetry, even the descriptive and humorous poetry, though such excellent work as that of Barham and Hood should be read outside. In concluding this portion of his paper, Prof. Wall emphasizes the plea that the heroic virtues, physical and spiritual, are best learned in poetry. He instances Tennyson's "The Idylls of the King" as poetry which makes for true manliness. He urges, too, that poetry study cultivates in the youthful mind "that wisdom which results from a due appreciation of the value of things in relation to one another and in relation to life."

Finally, Prof. Wall applies himself to the question: How should poetry be treated in the schools if we desire that it should produce its fullest effect upon the minds of our pupils? "In the first place," he says, "I am deeply convinced that in this department there must be no driving, no compulsion. . . . When I hear a person say of a poet: 'We read him at school,' I understand him to mean 'and therefore I have not read him since.'" This is due, he points out, to the unattractive way in which poetry is dealt with at school, and in part to the manner in which really attractive poetry is made repulsive.

Prof. Wall warmly protests against over-teaching and the over-annotation of texts—"the too common practice of making the poem a peg upon which to hang historical, philological, and metrical disquisitions." He says: "It has been my lot to review a very large number of school editions, 'edited and annotated' for schools, of the great English classics, principally, of course, of Shakespeare. There are some brilliant exceptions; but, in general, I may say that I can conceive no more efficient method of diverting the attention of the learner from what is essential to what is extraneous and incidental in works of literary art than that supplied by the ordinary annotated edition."

Many illustrations are given in demonstration of this position. Prof. Wall is so convinced as to the evil wrought by annotated texts that he goes so far as to say that in the case of modern authors unannotated editions are by far the best. With pleasure he notes a budding reaction against annotation, and welcomes the issue of the editions of Shakespeare of the class of which Prof. Herford's (Macmillan & Co.) is typical. From a denunciation of annotation Prof. Wall passes to a

protest against English classics being made the subject of school examinations. "I do not believe," he affirms, "it is possible for any child or youth to enjoy or appreciate thoroughly any poem in which he is about to be or has been examined in the ordinary school way." He suggests that "some way might be devised by which the reading of certain books might be encouraged without the possibility of reward or punishment. . . . Many and many an English schoolmaster has made his pupils genuine lovers of English literature, and of English poetry especially, by simply reading to them, out of school hours, the right books in the right way." Pupils are to be encouraged to read solely for their own pleasure and delight.

As a concluding venture Prof. Wall gives a curriculum in outline as a preliminary course of reading for the young in English poetry. The following are the first and fourth years' reading:—

FIRST YEAR (twelfth to fourteenth year):—Blake, "Songs of Innocence." Wordsworth, the simple ballads of 1798 to 1807. Percy's *Reliques*: "Chevy Chase," "Sir Patrick Spence," &c. Coleridge, "Ancient Mariner." Henley, "Lyra Heroica." Scott, the romantic poems. Macaulay, "Lays of Ancient Rome" and "The Armada." Tennyson, *Patriotic Ballads*: "The Revenge," &c.

FOURTH YEAR (sixteenth to seventeenth years):—Tennyson, "In Memoriam," "Maud." Wordsworth, "Ode on Intimations," "Tintern Abbey." Shakespeare, "Macbeth," "Hamlet," "Lear," "Romeo and Juliet." Marlowe, "Dr. Faustus," "Edward II." Chapman's "Iliad." Milton, "Comus." Chaucer, "Prologue" and "Knight's Tale." Sir Henry Taylor, "Philip van Arteveldt." Crabbe, "The Village." Blake's "Songs of Experience." Palgrave's "Golden Treasury" (a good deal of which might be selected from the earlier periods). Keats's Poems. Spenser's "Fairy Queen." Matt. Arnold, "Lyrics"; "The Scholar Gipsy," "Thyrsis," "Empedocles on Etna."

CURRICULUM OF FRENCH LYCÉES.

HOW does the boy in a French *lycée* spend his last year at school? It will be interesting for purposes of comparison, and it will illustrate the working of the new scheme, if we give his time-table. He may be either in the class called "Philosophy" or in that of "Mathematics." In "Philosophy" he is free to take either Section A (Greek + Latin) or Section B (Latin + Modern Languages); whilst in "Mathematics" he may study one modern language in Section A, or two in Section B. His hours per week in school are allotted to the different subjects as follows:—

PHILOSOPHY.

	Section A.	Section B.
Philosophy	8 for one half-year...	8 for one half-year
Philosophy	9 for one half-year...	9 for one half-year
Greek + Latin	4 (optional)	0
Latin	0	2 (optional)
Modern Languages	2 (optional)	1 + 2
History	3	3
Mathematics	2	2
Physics and Chemistry ...	3	3
Natural History	2	2
Practical Science	0	0
Drawing	2 (optional)	2 (optional)
Hygiene (12 informal lectures of 1 hr. each) ...	—	—
Total	18½ + 8 optional.	21½ + 4 optional.

MATHEMATICS.

	Section A.	Section B.
Philosophy	3	3
Philosophy	0	0
Greek + Latin	0	0
Modern Languages	2	1 + 2
History	3	3
Mathematics	8	8
Physics and Chemistry ...	5	5
Natural History	2	2
Practical Science	2	2
Drawing	2 (optional) + 2 geo-metrical drawing	2 (optional) + 2 geo-metrical drawing
Hygiene (12 informal lectures of 1 hr. each) ...	—	—
Total	27 + 2 optional.	28 + 2 optional.

The English schoolmaster will be struck first by the wide range of subjects. His own boys at the same period of their school career would be, for the most part, specializing. Fancy a head master in England compelling those who are reading for classical scholarships to

give five hours a week to various forms of science! But then the French aim at education and not at scholarships. Remarkable too is it that Latin and Greek become, even on the classical side, entirely optional, except in so far as these languages are involved in the authors studied under the rubric of philosophy. As to drawing, it may be explained that, whilst geometrical drawing is obligatory in the mathematical sections, the drawing of ornament, or freehand drawing, is left to be pursued at will by those who have developed taste and capacity for it. Further comments will suggest themselves to the thoughtful reader, for whom alone figures have significance.

Perhaps the most notable sign of the times, in the educational world, is the awakening of Universities abroad to the demands of practical life. It is as if some beautiful statue were to unfold its marble robes, descend from its pedestal, and join in the business of the market place beneath it. Let us indicate one or two practical matters in which academies show a new or quickened interest. First of all, pedagogy, despised in England, has now its school in almost every great University of the Continent, some of these schools being old, some of quite recent foundation. The Germans, in particular, insist that to follow a profession with success you must learn it. We heard lately of a German student, a candidate in pedagogy, who was rejected in examination by his professor because he could not give a satisfactory account of Sturm. The ordinary English schoolmaster, questioned about the Strassburg humanist, would have notions just as clear as those of the distinguished classical scholar who, when asked who Darwin was, replied: "Oh, yes!—you know—the man that found out all about involution"! And yet Sturm is a considerable personage in the history of European culture, and that history is relevant to the business of the teacher. But our young men, looking forward to the school, know that it will pay better to take holy orders than to investigate the progress, methods, and aims of education, the instrument of culture. Hence they are seen to be struggling with their consciences while their German compeers wrestle with Locke, Rousseau, and Herbart. It is said that the German schools are better than the English. But to pass from Germany to France, and from pedagogy to other practical sciences, at Dijon the town has granted to the University 1,920 square metres of land for the erection of an institute of oenology. Clermont has been authorized to grant a certificate of attainment in agricultural chemistry. At Besançon brewing is taught, and the citizens are not poisoned with arsenic; while theoretical and practical lessons in agriculture are now being added to the programme. A *Diplôme d'études coloniales* has been created at Bordeaux, the instruction that it crowns relating to colonial agriculture, colonial products, colonial hygiene, the history of colonization, colonial geography, colonial economy and legislation, and colonial topography; which subjects are to be studied for at least two years. Lille is to give a diploma in electrical engineering. That most progressive of Universities, Lyon, is amending its regulations for the admission of dentists, and it offers a certificate for success in Chinese studies. Competitors for this certificate will attend lectures on the Chinese language, as well as practical courses in English. Their written examination will consist in (1) an essay in English on some topic connected with the manners, institutions, or geography of China; (2) a translation from Chinese into French to be made without a dictionary. Oral questions will deal with Chinese life and history, and candidates must show themselves able to speak English and to write it from dictation. To understand the meaning of this innovation we must imagine the University of Oxford undertaking to teach the languages of the Siamese peninsula, and requiring the exercises to be done in French. To grasp the effect of it we must wait for ten years and read then the articles in the *Contemporary Review* on the decline of our China trade.

Let us not be understood to say that the chief or only function of the University is to serve the practical interests of life. We do our duty, however, in pointing out how those interests are promoted amongst our neighbours; how the Universities of France, unlike some of our own, are in touch with the people. We turn to another phase of educational activity there, namely, to the effort that is being made to supplement the work of the primary school. M. Edouard Petit presents his eighth annual report on the department of public instruction that is entrusted to him, comprising courses for youths and adults, popular lectures, and the various associations for mutual help connected with the school. Last year, when it seemed as if the high-water mark had been reached, we drew attention to the success that was attending the movement. The results obtained in 1901–1902 show further progress. No less than 43,044 courses for adults and young men or women have been held, as against 40,329 in the previous year; and these courses have been followed by 400,000 men or youths and more than 200,000 girls. Popular lectures to the number of 125,000 have been delivered, some with, and some without, lantern illustrations; they have been listened to by more than 3,000,000 persons. Societies for the inculcation of thrift have caused their members to save 3,200,000 francs. Old pupils' clubs, meeting in the school, make it a centre of social life for the young of the community. Acquiring the principals of self-government, these clubs organize *festes*, arrange for themselves classes in drawing, book-keeping, or modern languages, and make excursions in common, even as far as London and the Bernese Oberland. Sometimes they co-operate to cultivate a plot of land, or busy themselves with forestry

The school tends more and more to become the people's house; for the young draw their elders to it, and the fascination of knowledge recalls those who came at first from curiosity. In short, popular education in France, beginning just at the right point, the point where the regular school is put out of office, is justifying the most sanguine hopes of its supporters. The secret of the success, and the keynote of the whole system, is what M. Petit calls "intellectual decentralization by districts, towns, and villages." Local wants being duly weighed, the working classes are won by an appeal to their immediate interests. In this matter we have, perhaps, something to learn. Life has its object-lessons for every toiler, and it is on them that popular education must rest its instruction, giving to each according to his needs.

Sometimes his need is of geometry, and its strange abstractions puzzle him sorely. Twelve pages of the *Revue Pédagogique* (July 15, 1902) are devoted to the praise of a novel method of teaching the subject to old or young. It has already been introduced at the Normal Schools of Dijon and Auxerre, the Higher Primary School of Gannat, and the Higher Primary Professional School of Clermont, with results that are said to be most encouraging. The author is M. Charles Méray, of Dijon, whose scheme has for its salient feature the abandonment of the traditional distinction between the phenomena of the plane and those of three-dimensional space. We guarantee neither the novelty nor the excellence of the "Nouveaux Eléments de Géométrie"; but the testimonials in favour of the method are so strong that some teachers of mathematics may wish to test its merits. The "fusion of the two geometries" is reported to have made considerable progress in Italy as well as in France.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Readers may expect some notice of the great event, or series of events, that has been exciting all France during the past month. The struggle between the Government and the congregations is, like the famous tractate of Spinoza, theologico-political, and in so far outside our sphere; in contemplating it the heart and the head of a man might well take different sides. But, whilst we abstain from discussing it and narrating its incidents, we may throw a little dry pedagogic light on the issue through the medium of an anecdote. Some twelve years ago the girls' public school at Mont-de-Marsan was in charge of *institutrices congréganistes*. When they had brought their pupils to the middle standard they placed them in the workroom of their society. There the poor girls, hardly more than thirteen years old, toiled incessantly from morning to night, straining their eyes with minute needlework, and growing anæmic from lack of exercise. The school was then handed over to lay women teachers. A large number of the girls began to win the *certificat d'études primaires*. Four hours a day were given to general culture, to reading, to writing letters, to moral instruction, to history and geography. Home life was transplanted into the school; by means of a *cours ménager* the girls learned to cut out and make clothes, to wash them, to cook simple dishes, and, in brief, to perform all the household duties that fall to those of their sex and class. It was a magic transformation. Now, are there no nuns in England, noble, self-sacrificing women who, in all good faith, and with the best intentions, commit the same mistake as the Sisters of Marsan—through ignorance of the despised pedagogy?

ITALY.

Commercial Universities are the order of the day. Leipzig has its *Handelshochschule*, modelled on which is the Akademie für Sozial- und Handelswissenschaften at Frankfurt-on-the-Main. There is a *Handelshochschule* at Köln and a *Handelshochschule* at Triest. Now Italy opens at Milan, in this present October, the Università Commerciale Luigi Bocconi, founded by Commendatore Ferdinando Bocconi in memory of his son Luigi, who perished in the hapless fight of Adowa. To maintain the establishment he has set aside a sum of £40,000, of which £16,000 is for a permanent endowment fund, £12,000 for initial expenses, and £12,000 to be spread, on a decreasing scale, over the first ten years in the life of the institution. The ordinary fees for lectures will be £16 a year; but thirteen scholarships of that amount and two of £48 a year have already been provided for poor, deserving students. As in the older Universities, a four years' course is insisted on, and none will be admitted except those who have passed through a classical school (*liceo*) or a higher modern school. These conditions are essential if the Università Commerciale is to fulfil its aim, which is to turn out not clerks and travellers, but men competent to fill the highest posts in commercial life, officials for the Ministry of Trade, consuls, and teachers for local schools of commerce. It starts under auspices that should ensure a prosperous voyage; and the fallen soldier's name is likely to be remembered long at Milan.

It is a matter of deep regret to observe that Italy, the land to which

education in Europe owes so much, forgets the value of her ancient gifts. Although Italian scholars maintain their eminence, the national education, vastly more important than the scholarship of the few, shows signs of neglect. Within the last twenty years there has been a distinct increase in the number of illiterates. In 1881 of the male inhabitants more than fifteen years of age 62·7 per cent., of the female 49·1 per cent., were unable to read and write. Last year the figures were 74·1 per cent. for men, and 64·3 per cent. for women. The chief lack seems to be efficient rural schools. The towns, particularly in Upper Italy, are fairly well provided with primary education. Thus in Turin we find only 6·3 per cent. of illiterates, while Ravenna, Perugia, and other once famous citadels of learning still can boast that few of their citizens are left untaught.

UNITED STATES.

Autumn—or, shall we say, "fall"—in America is what May is in London, the season of meetings. The gathering of the National Educational Association is among the most important in the later months. It took place this year at Minneapolis, and was attended, if the provisional estimate is to be trusted, by no less than 12,000 men and women interested in the school. "Dr. Sadler, of the English Education Office," says an American contemporary, "was the guest of honour at the meeting, and his address will not soon be forgotten by those who heard it. The orator's happy combination of philosopher and poet, man of letters and educational enthusiast, made a deep impression upon his great audience." He laid stress on the comparative study of educational systems: "Each nation is realizing how much it may gain by investigating the educational history and development of other nations." But Dr. Sadler is of ourselves, and this note must deal with America. Instead of analyzing even the more significant of the many excellent addresses delivered by American schoolmen, we will give two extracts by way of examples. They are both from a paper by President Harper, of Chicago University. The first, treating of the progress of higher education in the United States, may serve as an admonition to England:—"Every succeeding year of the past decade [he said] has witnessed a greater interest on the part of the American people at large in the work of higher education. The year just passing has contributed as much, perhaps, as any two or three of the preceding years. This larger interest is manifested by the increased attendance at all institutions giving instruction in higher work, by the greater numbers of men and women preparing themselves for the work of instruction in higher institutions, and by the larger public generosity which is manifesting itself on every possible occasion. In each of these particulars the advance during the past year has been significant. Many of our institutions are actually overcrowded, the numbers being greater than can be adequately cared for. The number of graduate students in our Universities has more than doubled in five years. It is from this source that men and women are being selected to fill the chairs of our colleges and Universities. Every week, and, in some weeks, every day, the public press announces gifts for higher education of 50,000 dols., 100,000 dols., and larger sums. The Federal Government appropriates in one Bill 6,500,000 dols. for the Military Academy at West Point; in another Bill even a larger sum for the Naval Academy at Annapolis. This increase in the numbers of students and in the numbers of those preparing for professional work is not limited to any one section of the country. It reaches from the East to the far West. Nor are the gifts for education limited to the East, to the Central States, or to the West. They are being poured out lavishly in every direction, and are given alike to the smaller institutions and to the large Universities."

In the second passage that we select, the President speaks of the modern action of Universities, and we would beg our readers to compare his words with our remarks above under the heading of France:—"An important feature of higher educational work in most recent times is the attention which is being given to commercial and technical instruction. The time has come when the University is compelled to adjust itself more definitely to its environment. The prevailing characteristic of the modern environment is now included under these words—commercial and technological. In spite of the fact that in Boston there exists the greatest technical school in America (the Massachusetts Institute of Technology), Harvard University is compelled, so says its President, to establish by the side of it another school of technology. This is necessary in part because students who wish to attend school at Harvard desire instruction in technology, and also because a University must serve as the true expression of the sentiment of its period. The State Universities have naturally led the way in the development of technological work. Other Universities must follow if they are to meet the demands of the times. It still remains to be seen whether the steps that have been taken in the direction of commercial education of a college grade will realize the hopes of those who have engaged in it. After all, it is to be remembered that the main purpose of a college course is not the information which the student gains; and yet it is to be conceded that any ordinary subject, well studied, may be used advantageously for the purposes of general education."

As is its custom on these occasions, the Convention formulated a Declaration of Principles. The National Association believes "that

the time has come for the recognition of the great importance of the educational interest of the country in the conduct of State affairs by the organization of the Department of Education as an independent department, taking equal rank with other departments of the administration." It demands "a conservative but efficient compulsory education law, with the proper regulation of child labour." It is prepared to welcome measures for improving the qualifications of teachers. It would plead for unity of effort toward the complete education of the child, urging that the present division of the work of instruction into elementary, secondary, and higher is for administrative purposes only. It holds that "the individuality of the pupil should be carefully considered to the end that he may be instructed in the light of his limitations and capacity." In the concluding paragraphs of the Declaration, it raises its voice for good school-buildings, sanitary inspection, lessons in hygiene, the teaching of morality, and, above all, an earnest and intellectually active body of instructors.

CANADA.

There never was a time in the history of this country when the outlook was as promising. We are harvesting a crop of one hundred millions of bushels of wheat in our North-West, safe from frost and rain; the common stock of the Canadian Pacific Railway has risen from 90 to 143 within the year, and the last report to hand shows a clear surplus of eight millions of dollars on the year's business. The Grand Trunk Railway, of which so much evil has been said in English newspapers, looks as if it were going to earn and disburse dividends, and, indeed, the whole commercial and industrial face of the country is being changed. Immigrants are pouring in from the Western States, men with money, experienced farmers who, having sold out their holdings at a high figure, are buying the cheap but fertile land in the Canadian North-West, and thus providing homes for their sons. The industrial and commercial expansion in the lines of foreign commerce as well as the developments within the country have had a great effect upon the educational facilities. To the average Canadian an education beyond the three R's means that the boy was going to enter a learned profession. In fact there was much the same tradition as in the New England States during the Colonial period. Harvard College and the grammar schools were for the education of those who were to be the clergymen, the lawyers, the doctors, and the teachers. Even so has it been in most of Canada. The English tradition—fear of over-education of the people—dies hard. It might seem to a student of education that we ought to have learned from our American neighbours, who have made such rapid strides in manufacture, and who ascribe it to their rational educational system. And so we might, but we have been too provincial; we do not *venture*, and the conservative element has always been ready to point the finger of scorn at those who "looked towards Washington," and to accuse them of disloyalty. But we are now undergoing a revival. We are introducing manual training (thanks to Sir William Macdonald), we are expanding our courses in political science in the Universities, we are providing technical schools, and are endeavouring to remodel our courses of study so as to provide an education that will not be so exclusively classical in both content and method. Many of our business men have long urged these steps, but they were thwarted by the lethargic University professors, who live in a classical past with plenty of holidays and out-of-date lectures. Our Universities have no visible connexion with a real world except in so far as the recent development in practical science has affected them. *Utility* is a shunned word because, forsooth, it seems to be not *liberal* to the cave dwellers. Our Universities are known abroad by the diligence of the students who go abroad to study, and not by any contributions to literary or scientific progress made by our professors. The examination system is here seen in all its worst features, and college life trains not the character, but the memory. In a former letter I mentioned the fact that it was being felt in Quebec that the French Canadian who was educated at Laval was at a serious disadvantage in comparison with the English youth educated at McGill, inasmuch as the old rigid classical education of Laval seemed not to fit in with the demands of the times, but was suitable for an age that had passed and would never return. The youth educated at McGill is a practical man ready to grapple with the problems of electrical and mechanical engineering, equipped to do something, and so in full accord with his age. Only this week this difference was accentuated when the Hon. J. Israel Tarte, the Minister of Public Works of the Dominion, in a speech in Quebec, said that the people there must wake up if they expected to hold their own. He had been asked why in his department he had so few French Canadian engineers and had seemingly given the preference to the English-speaking and Protestant youths. The answer was simple—because of the former there were almost none. And so it is in the larger manufacturing concerns in the East—all the engineering posts are in the English hands. It is hard for the conservative Universities to reorganize their curricula; they object strongly to being forced to change their methods in response to the demands of the people, and so the only possible way is to bring them up against the hard facts as they have revealed themselves in the careers of recent graduates. And so it is our growing time in Canada. We are breaking down some of the old

traditions, we are beginning to think and act for ourselves, we are raising up a race of young men who inquire not what England thinks we ought to do, but who are able to work out a policy for their country on sound educational principles.

INDIA.

The thirty-seventh annual "Statement exhibiting the Moral and Material Progress and Condition of India" has just been issued as a Blue-Book. It appears (our summary is from the *Indian Educational Review*) that, while during the last decade of years the numbers of the school population have increased by 14 per cent., there was during the year under review a decrease of some fifty thousand in the number of boys and an increase of four thousand in the number of girls attending school, compared with the previous year, the actual figures for 1900-1 being 3,988,663 and 429,645 respectively. Of these nearly 3,000,000 are Hindus, 1,000,000 Mohammedans, and 127,000 native Christians. The falling off occurred mainly in Bengal, and is ascribed to "temporary" causes such as plague, floods, and agricultural depression. Of the girl scholars only 2 or 3 per cent. were beyond the primary stage. Of the whole number only about 608,000, or 14 per cent., are in private institutions. The ratio of the school-going to the whole population was highest in the North-West Provinces and Oudh, where it was 9 per cent.; Burma, Bombay, Madras, Bengal are all between 2 and 3 per cent.; then come Assam, Berar, Panjab, and the Central Provinces, less than 2 per cent. As regards University education, "Oriental" arts colleges show 548 students, as against 16,421 in English arts colleges. Of professional students, 2,562 followed law, 1,301 medicine, 833 engineering, 98 teaching, and 57 agriculture. The direct expenditure on schools and colleges amounted to nearly 297 lakhs of rupees.

PORTO RICO.

The concern of the teacher, *qua* teacher, in politics at the present moment is to know what the conqueror is doing for the education of the conquered. The American schoolmaster looks inquiringly at the English, and the English at the American; for, if the one has his Boers to consider, so has the other his Filipinos, his Cubans, and the dwellers in Porto Rico. It were idle to ignore in this connexion the natural tendency of the new-comer to disparage his predecessor. Does not the head master usually hint that he succeeded to an inheritance of corruption? Yet, making allowance for the cast of the human mind, we must admit that the Americans, and ourselves, have work before us if annexation is to be justified by educational beneficence. As to Porto Rico, the late President of the Insular School Board had his soul unburden in a paper read before the American Social Science Association at Washington. We abridge his account of the old and the new schemes of education in the island.

The population of 951,000 inhabitants is mixed in race, the people in general being mild, docile, honest, and industrious. Mainly engaged in agriculture, they are very poor; and their ignorance is as marked as their poverty, for only 21 per cent. of them can read and write.

Under the old *régime* one child out of ten attended school. If almost every town possessed a theatre, special school houses were unknown, and 426 *barrios* (townships) contained no school of any kind. Such schools as existed were without modern appliances, were ungraded, were taught in part by incompetent teachers, in part by the pupils. Sometimes as many as a hundred and fifty children were attached to one instructor, who gathered ten or a dozen of them about him, while the rest "studied aloud" with competitive clamour. Men teachers frequently smoked as they taught; women drank tea and lunched in school hours. Most of the schools were held "in propriety," that is, for life. A proprietor might have several schools and employ deputies to carry them on. Where municipalities paid the salaries, these were sometimes from five to ten years in arrears, the teachers supporting themselves by means of fees collected from such pupils as were able to pay. Children who paid no fees received a scanty measure of instruction. In examinations both pupils and teachers expected to be informed several days beforehand of the questions, and obliging teachers wrote out the answers for their pupils.

Upon the American occupation such prudence and skill were used that the schools are believed not to have been closed a single day on account of the change of government. Since then a drastic reform has been in progress. The children in the schools have been divided into classes. Teachers have been examined and provided, when found qualified, with certificates. Holders "in propriety" have been expropriated, receiving, however, like other persons having vested rights, a licence to continue their profit-making for four years. Suitable textbooks, in the number of more than 100,000 copies, have been selected, translated, and put in circulation. Teachers have been paid promptly and in cash; not, as of old, in orders on a store. A model school-house, equipped with proper furniture, a training college for teachers, a chemical laboratory, a kindergarten, and a kitchen garden have been established, as well as a pedagogical museum and a pedagogical library. The number of pupils assigned to a teacher has been limited to fifty, and orderly discipline has banished luncheons and "studying

aloud." Corporal punishment has been prohibited in all the schools. We need not blame the new authorities if they have, moreover, offered to the islanders American flags, maps of the United States, and opportunities of celebrating George Washington's birthday. The natives at first, we are told, could not understand an educational system so different from that to which they had been accustomed; perhaps, in particular, George Washington's truthfulness puzzled them.

If we look to the future, the demand, as in the Transvaal and the Orange River State, is for technical education. Instruction must be given in agriculture and horticulture until the island produces its own food, and until every *peon* raises his own pig, goat, and poultry, and has a garden for his own support and pleasure. Again, the people must be taught the rudiments of personal, domestic, and municipal hygiene—a subject of more immediate importance than the knowing how to read and write. At present they can make Panama hats, cigars, and sugar; they have still to learn how to use life and adorn it.

Spain forfeited her heritage owing to her inability to manage it; nor was any part of her failure with her colonies so conspicuous as that in the department of education. The lesson that she has received may serve to impress upon us our obligations to the territories just incorporated in the British Empire.

OBITUARY.

THE REV. BENJAMIN HEATH DRURY, who died at his residence, Heath Court, Torquay, on September 10, was at the time of his death to Harrow men the best known of living Harrovians. The grandson of Byron's Dr. Drury and a son of a Harrow master, he was entered at the school at the age of four in the year 1822. From 1840 to 1863 he was himself a Harrow master—*μετὰ τριτάτου ἀναστήν*—when he returned to residence at Caius College, Cambridge, of which he was then a Fellow and later on President. He was an elegant Latin scholar, and several of his versions will be found in the "Arundines Cami," edited by his brother Harry Drury. His love for Harrow and its traditions was intense, and his stately figure—tall, portly, reverend, double-chinned—was conspicuous on Speech Day, and at every Eton and Harrow match. He was beloved by his own house at Harrow, though that house did not always bear the best of reputations. An old pupil calls him in the *Guardian* the prince of form masters; but the present writer, who likewise sat under him, would hesitate to bestow that title on one of the old school whose teaching was strictly limited to verbal scholarship, construing, and composition. He may more justly claim to have been the most loyal of Harrow's sons and the prince of good fellows.

A SCHOOL OF MODERN LANGUAGES has been established in the University of Birmingham. The course of instruction in the "School" will extend over three years, and will be of an advanced and comprehensive character, including lectures not only on the philology and literature of modern languages, but also on the history and institutions of foreign nations and on the methods of modern language teaching. Only students who have obtained a first class in the Intermediate Examination in French, German, Latin, English, Mathematics, or Logic will be allowed to enter the School with a view to graduation in it. Candidates for the School of Modern Languages may, however, take the Intermediate Examination at entrance to the University in lieu of the Matriculation Examination. A special Intermediate Examination will be held for this purpose in September, 1902. After completing their course of study and passing two examinations (one at the end of the first year and another at the end of the third, this latter being equal in standard to the ordinary M.A. Examination) students of the "School" may be admitted to the degree of "Bachelor of Arts in the School of Modern Languages," and after one year of further study in this or a foreign University they may be admitted to the degree of "Master of Arts in the School of Modern Languages" on presentation of a thesis. The main purpose of the "School" is to train teachers of modern languages for English secondary schools. Several valuable scholarships have been given by Mr. and Mrs. Charles Harding to further the objects of the new School. Four scholarships of the annual value of £50 each, tenable by students of German during three years in the School of Modern Languages, may be awarded—two in 1902 and two in 1903. At the close of the third year travelling scholarships of £100 each, tenable at a German University for one year, may be awarded to these scholars, provided that they have taken the B.A. degree in the Birmingham School of Modern Languages.

THE London Day Training College will be opened early in October. The staff will be as follows:—The Principal is Prof. John Adams, who also receives the appointment of Professor of Education in the University of London. The normal master is Mr. D. R. Harris, from Aberystwyth, and the normal mistress Miss M. Punnett, of the Cambridge Day Training College. Students who wish to be trained as elementary teachers must have matriculated at the University of London. The course for secondary teachers is to be entirely post-graduate.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

QUARTERLY REPORT.

THE Council have met twice since our last Report, viz., on July 1 and on July 19.

The new members elected in July were:—Central Guild, 5; Ipswich Branch, 1; Walsall Branch, 1.

The members present were, on July 1: Mr. H. C. Bowen, Miss H. Busk, Mr. G. F. Daniell, Miss F. Edwards, Miss Gavin, Mr. Langler, Miss Newton, and Prof. Foster Watson; and on July 19: Canon Lyttelton, Mr. E. Blair, Mr. Bowen, Miss H. Busk, Mr. R. F. Charles, Mr. Daniell, Miss Foxley, Miss Gavin, Mr. J. H. Hichens, Mr. Langler, Mr. L. W. Lyde, Miss Newton, Mr. H. Oake, Mr. J. Russell, Miss Smithers, Miss K. Stevens, and Mr. Storr.

Mr. J. Russell's resignation of the post of Hon. Librarian was accepted with much regret, and a hearty vote of thanks was accorded to him.

Arrangements for the appointment of a new Assistant Secretary, in place of Mr. A. J. Flint, resigned, were made. It was decided that the new officer should take the minutes of Committees when required, and that the General Secretary be described in future as "General and Organizing Secretary," the intention being that he should visit the provinces more frequently, and that the second Officer should be able to take his place whenever necessary at Committee Meetings.

Leaflet No. 6, on "Educational Legislation and the Future of the Higher Grade School," was submitted to the Council, in a revised form, by the Political Committee, and finally settled for publication, as altered, in the *Teachers' Guild Quarterly* for October.

The Political and Education Committees were instructed to sit together, and consider and state professional opinion as to the regulations to be laid down for "student-teachers" in reference to the Order in Council (Teachers' Registration).

It was decided to consider at the next sitting the words of limitation "not being an elementary school," in the Order in Council.

The following resolutions of the Annual General Meeting of 1902 were affirmed: (1) "That dismissals as well as appointments in primary schools should be subject to veto by the Local Authority." (2) "That women should be put on the Secondary Education Authorities." A resolution of the Manchester Branch, viz., "That teachers—men and women—be directly represented on the Education Authorities," was also affirmed.

It was agreed to press the British Association to appoint a Committee on Curricula, at their meeting at Belfast.

The following Subjects of Discussion for the General Conference of the Guild at Plymouth in April, 1903, were selected, on the Report of the Education and Library Committee:—

1. The Essentials of a School Curriculum (a) for girls leaving school at sixteen to seventeen years of age, (b) for boys leaving school at sixteen to seventeen years of age.
2. The essential principles of educational handwork.
3. At what stage or stages should Nature Study become (a) Botany, and (b) Physical Science, respectively?
4. On what conditions should a Secondary School become a "Recognized School"? (a) to satisfy Section 3, Sub-section (2) (ii.); (b) to satisfy Sub-section (3) of the Schedule to the Order in Council (Teachers' Registration); and (c) to satisfy the temporary recognition in Section 4 (2) (i.)?

5. English Composition in Schools.

6. The educational value, or non-value, of Fairy-Stories.

A full list of proposed Openers of Discussion, including certain prominent authorities in the United States, who were to be invited to send papers, was settled.

The Council will hold their first meeting after the holidays on the 2nd inst.

The question of the right order and relation of subjects in school teaching will, or should, occupy much of the time of the component units of the Guild during the next few months. In the Central Guild various sub-divisions of the question will be dealt with by the London Sections, and a meeting or meetings of the Central Guild, as a whole, will collate results.

The programmes of the London Sections will be published in the *Teachers' Guild Quarterly* on the 15th inst.

The Teachers' Guild Holiday Courses in Modern Languages were held in August, at Tours, Honfleur, and Santander. The reports of the English representatives at the two French centres are to hand. The Tours Courses had a considerably larger attendance of students than ever before, and the Honfleur Courses were full, the maximum number, 75, being reached.

Mr. A. Wilson-Green, M.A., Blackheath School, representative of the English Committee at Tours, reports:—"As in former years, the Courses were held during the first three weeks of August. The number of students continues to increase, and this year reached 37. The Committee were again fortunate in securing the services of MM. Jamet and Marjault, of the Lycée of Tours, and the students of this year, as of

past years, greatly appreciated the teaching of the two lecturers. M. Jamet in his Course dealt chiefly with Ronsard, Villon, Corneille, Racine, Molière, Voltaire, and Victor Hugo, illustrating his lectures with the recitation of extracts from the writers under discussion. In the Elementary Course M. Marjault took for his subject 'L'Esprit Français,' and explained the origin of many idioms and current phrases which he considered characteristic of French modes of thought. The practical exercises in conversation, reading, phonetics, and dictation followed similar lines to those of past years. The Courses were once more favoured with fine weather, and of the many excursions to neighbouring *châteaux* only one was marred by rain. Visits were made to Langeais, Amboise, Azay-le-Rideau, Ussé, Chenonceaux, Blois, Chaumont, Loches, and Chinon. Picnics and *soirées* were also arranged, and the first *réunion*, when some forty-five persons were present, passed off with more than usual gaiety and enthusiasm."

Mr. Sheldon R. Hart, M.A., Head Master of Handsworth Grammar School, Birmingham, representative of the English Committee at Honfleur, reports:—"The total number attending the Courses was 75. I divided these into three classes of 27, 25, and 23 respectively, each student making choice of the class which he or she preferred. As these classes had to be again subdivided for conversation, I found it necessary to engage the services of Monsieur Toutain, *Professeur* at the College, for each day from 10 a.m. to 3.30 p.m. . . . The majority of the students crossed with me by special steamer direct to Honfleur on Thursday, July 31, and were all settled in their quarters by 9 a.m. on August 1. A preliminary meeting was held on the afternoon of August 1, at the College, at which Monsieur Boudin, the Principal, the two Deputy-Mayors, the British Vice-Consul, Monsieur Godel, the French *pasteur*, and Monsieur A. E. Ullem were present to welcome the students on behalf of the municipality. . . . The whole town received us with great kindness and cordiality. The classes were well attended until the last day of the Courses, and, with the exception of two or three of the students, the regularity of attendance was remarkable. At the end 25 sat for the examination, and all obtained diplomas, the higher or the lower. From my own observation and the reports of the *professeurs* I am convinced that all the students made great progress in the spoken language, both in following the lectures and in speaking. They all seemed to possess a fair knowledge of the language in reading and writing before coming. . . . The Principal of the College did all in his power (and that was much) to promote the undertaking, and gave us a lecture on the Metric System on August 7 (evening). There was a *soirée* on Coronation Day, and at two others, later, a large number of

French guests were present. For all these we were largely indebted to the kind and energetic help of Mr. F. G. Harmer and Mr. F. E. Hannah, of Leeds, and a small committee of ladies. . . . In conclusion, I beg to express my opinion that the Courses were a decided success. The relations between the French and English could not have been more cordial, and the four *professeurs* spared no pains, whether in class or in arranging excursions."

The report of the Santander Course is not yet to hand.

A course of about ten lectures, on "Comenius and the Beginning of Modern Educational Theory," will be given at King's College, Strand, W.C., by Mr. J. W. Adamson, Lecturer on Education in King's College. The lectures, which are free to teachers, will be given on alternate Saturdays, commencing October 11, at 11.30 a.m. Tickets admitting to the course may be obtained on application to the Secretary at King's College. Applicants are asked to name the schools in which they serve.

BOOKS OF THE MONTH.

Classics.

Elementary Greek Grammar. By the late J. B. Allen. Clarendon Press, 3s.

Key to Second Greek Exercises. By W. G. Rutherford. Macmillan, 5s. net.

Key to Andrews's Greek Composition. Macmillan, 5s. net.

Cicero in Catilinam. Edited by J. C. Nicol. Pitt Press, 2s. 6d.

Divinity.

Graduated Lessons on the Old Testament. By the Rev. U. Z. Rule. Edited by the Rev. M. J. M. Bebb. In 3 vols. Clarendon Press, 1s. 6d. each.

English Literature.

An Introduction to the Scientific Study of Poetry. By Mark H. Liddell. Grant Richards, 6s.

The Poetry of Robert Browning. By Stopford A. Brooke. Isbister, 10s. 6d.

"Golden Treasury Series."—Essays of Richard Steele. Selected and edited by L. E. Steele. Macmillan, 2s. 6d. net.

"The World's Classics."—Pope's Iliad of Homer. G. Richards, 1s. net.

(Continued on page 698.)

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BRITISH OFFICIAL EXHIBIT AT ST. LOUIS.—The Foreign Office has recently signified the acceptance by the Government of the invitation of the Government of the United States to take part in the Universal Exposition to be held in St. Louis, 1904. The exhibits to be made by the Government, in its official capacity, will be limited to education and the fine arts. The former will be entrusted to the Board of Education, one of whose representatives, Mr. Michael E. Sadler, Director of Special Inquiries, has recently been in America as a delegate to the National Educational Association, which has just held its annual meeting in the city of Minneapolis. Mr. Sadler was one of the principal speakers, with "The Debt which English Education owes to America" as his subject. During his visit Mr. Sadler held a long conference with Mr. Rogers, chief of the Department of Education for the Exposition. As a result of this, there is reason to believe that the British exhibit will include not only a summary of education in England, but also in Scotland, Ireland, and the Colonies. The last-named will constitute a new phase in expositions, which will be awaited with peculiar interest. France has made a preliminary grant of 24,000 francs for the organization of its exhibit, and Japan has voted a quarter of a million for the erection of a building and the cost of exhibits. The total grant of the United States Government amounts up to date to 6,308,000 dols., or, roughly, a million and a quarter. The plans are in such a forward state of preparation as to justify the expectation that St. Louis will present the unique example of an exhibition really ready on the day of opening. The London offices are at Sanctuary House, Westminster.

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OCCASIONAL NOTES.

SINCE the deliverance of the important statements both by Mr. Balfour and Mr. Chamberlain on the eve of the reassembling of Parliament, it has been clear that the Government would put it to the touch to win or lose it all on the Education Bill. That the Bill will pass is now certain, and the only doubtful point is when. That depends largely upon Mr. Balfour's tact and patience, which have hitherto been admirable. Over and over again the same arguments are urged against the Bill, and Mr. Balfour listens when a more autocratic Minister would make an earlier use of the closure. We feel certain that the Bill will become law; our only fear is lest Mr. Balfour in his honest efforts to find a *via media* between opposing claims may accept amendments from one side or the other that are fatal to the fundamental compromise. So far he has been prompt in detecting and firm in resisting amendments of this nature. We cannot pretend the Bill is perfect. But we have to consider what the alternative may be if this Bill is rejected. The rejection means that no attempt to construct an administrative system will be made for many years. Certainly the Unionist party will evince the truth of the adage that the burnt child fears the fire. Mr. Balfour said, and the opinion is fairly obvious, that failure for this, the third, time means postponement for a generation.

AND, if the Unionists fail, can the Liberals hope for success? The question must be answered in the negative. It is curious that Dr. Clifford and his followers do not see this. It has to be admitted that Dr. Clifford's opposition is partly political. He said the other day that, if this Bill is thrown out, the Government would resign, and that this is one of the strongest arguments for voting against

the Bill. But no Liberal Government would willingly touch the education question at present. By bringing in any immediate proposal for the establishment of universal School Boards, or for the compulsory purchase of voluntary schools, it would simply run amok. The present Bill establishes a partial control of voluntary schools by the representatives of a locally elected body. At present there is no such control. The choice lies here. Accept the Bill or retain the *status quo*. Some are cynical enough to advocate the latter alternative, on the ground that voluntary schools will gradually be crushed out. A more cruelly selfish position would be hard to find. The policy implies that for a generation at least half the children of this country are to be put on short commons in order that denominational schools may be starved to death. And the men who urge these proposals speak in the same breath of the right of each child to a sound elementary education.

THE agitation of the recess has had the effect—not by any means that intended by its authors—but foreseen from the first by the *Manchester Guardian*, of ensuring the speedy passing of the Education Bill. The Ministerial majority which was to be shattered or frightened away from the House has returned in full force, and Ministers who were to be intimidated into abandoning the Bill have in common parlance “got their backs up,” and mean to see the Bill through at all costs. We readily forgive Dr. Clifford and the rest all their sound and fury for having put Mr. Balfour once more into fighting trim and for definitely ranging Mr. Chamberlain among the apologists for the Bill. It is, of course, regrettable to us as educationalists that the Bill has to be made the subject of a regular party fight; but nothing definite is ever done in this country on any other lines. The Report of the Royal Commission might have remained for all time a voice crying in the wilderness if the “intolerable strain” on the voluntary schools had not made the bishops indicate that they expected the Government to do something. But we will not wrong Mr. Balfour by refusing to believe that now, at any rate, he has convinced himself that the interests of education—the highest interests—demand this Bill, and that, even at the risk of wrecking his party or majority, it is incumbent on him to settle the question once for all. Every indication of the Autumn Session goes to prove that the Bill will be through by Christmas, the constitution of the Authorities proceeded with early in January, and the passing away of the School Boards, with the transference of their powers and rates, a *fait accompli* on March 31. We have no reason to believe that after the usual nine days from that date the press and the public will not turn their attention to some other topic.

THE visit of Mr. Balfour to Manchester on October 14 and 15 was well described by Sir W. H. Houldsworth, M.P., as an education visit. His first or political speech was entirely devoted to education, to the Education Bill, and mainly to Sections 7 and 8 thereof. By the way, it has sometimes struck us that the fact that the managerial section is numbered 7, recalling the famous School Board disestablishment clauses of the “Science and Art Directory” and Evening School Code, may have something to do with the particular attention paid to it by the opponents of the Bill; in all probability, this numbering was a “Gorstian” joke. However, Mr. Balfour demonstrated conclusively that the pivot of the Bill is Section 8, that of control; not 7, that of management. The unfortunate six who are to “manage” voluntary schools revel in abusive epithets—they are

"creatures," "servants," and "puppets": why not the good old stage-term "minions"? The analogy with the 1870 Act managers which School Boards may (but generally do not) appoint is scarcely a happy one. The managers of a large shop or hotel under a company or non-resident proprietor is more to the point. A man under authority who, however, cannot say to one (teacher), Go, and he goeth, is the proper description of a "Bill" manager. It is quite useless for Mr. Lyulph Stanley to argue, as he does in the *Times*, that these managers have any financial power—they will not be able to spend a farthing of their own volition; their estimates will be passed before they touch a penny; and, if they spend more, they do it out of their own pockets and with liability to the attentions of Mr. Cockerton at audit. Much less can they enforce extraneous tasks on teachers. They can select the *individual* teacher (subject to veto), but what he is paid for, what he is paid, and what he has to do or not to do, are matters for the Authority.

WE therefore venture to insist that popular control consists in strengthening Section 8 as much as possible, and we are glad to see that Mr. Balfour is already taking steps in that direction. "Sole and

Section 8. entire control" are scarcely words to be got over by any quibble, and that this control

is to be "restricted" to secular education is also important. There can be no doubt that, sooner or later, the only logical solution—that of the Birmingham League—will result from the Bill—namely, that the jurisdiction of the Local Authority and the application of its funds (or any public funds) will be restricted to between the hours of 10 a.m. and 4 p.m., the other arrangements being a matter of local management and adjustment, and being paid for entirely out of voluntary funds. It is quite possible that some such provision, which is favoured by the Roman Catholics and by Churchmen like Canon MacColl, may be introduced into the present Bill. Of most of the amendments to the control section we can only say that their ingenuity is more remarkable than their honesty. To try and introduce again the "option" of aid to voluntary schools, not by areas, but by schools, is entirely against the whole principle of the Bill, which is to give the children in voluntary schools the same chance everywhere as those in Board schools, and the extinction of schools of a certain denomination in the areas of the Welsh County Councils would be neither slow nor painless under such an optional aiding provision. We also cannot regard seriously the attempts to remove the arbitration of the Board of Education if "questions arise" between a Local Authority and managers. There must be some court of appeal, and the Board is not at all likely to favour managers against rating authorities.

THERE are faults in the Bill. The fact cannot be blinked. Women are excluded from the Authority. But we are assured that this point is open to amendment. London is excluded, and that is a mistake.

The Faults. The principle of one Authority for one area has been unduly weakened. The chief blot is that in denominational schools the appointment of the teacher is in the hands of the denominational trustees. It is to be feared that other qualifications than efficiency as a teacher may be allowed weight. Mr. Balfour has lacked the courage to face this difficulty. Indeed, a man would need courage to do so. The denominations look upon this power as their last stronghold, from which nothing but compulsion will drive them. On another point Mr. Balfour has erred, either through want of knowledge or from too great a desire to conciliate. He has

spoken of the managers' powers and duties as being insignificant, and has likened them to the managers of London Board schools. There is no parallel. In London the managers do not appoint, but only recommend for appointment. Let the managers of denominational schools recommend a list of three names to the Authority for each appointment, and the parallel would be permissible. An amendment in this direction would remove much existing opposition; but it would rouse the denominations to much uproar. We feel it is this Bill or the present administrative muddle, and we prefer this Bill.

THE second part of Mr. Balfour's duties at Manchester was no less important, though bulking less in the estimation of the public. The opening of the Municipal Technical School was a great event in the history of English technical education—in fact, one can say the greatest since the passing of the Act of 1889. It would be

futile to attempt here to describe this magnificent building and its almost perfect equipment. Industry, science, and art are here linked together on a scale which England cannot equal, and, when one considers the ground covered, the Continent cannot surpass. To Mr. Hoy, now at the opening holding the office of Lord Mayor, and Mr. Reynolds, the Principal, whose thirteen years' labours are thus consummated, the Empire owes a debt of gratitude which only future generations will be able to estimate. It is plain that the problem of the Bill overshadows even this magnificent school. Where are the pupils to come from? As Mr. Balfour asserted, we must lay broad and lay strong our elementary and secondary foundations if this lordly structure is not to be a castle in the air. At present not Manchester, or even Lancashire, can fill it with pupils fitly prepared; it must content itself by becoming national instead of provincial. But there was a further skeleton at the feast constantly intruding itself—the spectre of University disruption. Is there to be a Manchester University formed from the ashes of the Victoria, and, if so, where does the Municipal School come in, and what are to be its relations to Owens College? The man who knows nothing, and seems to think that the ladder is one and undivided, will tell one curtly that it will "prepare for" Owens. This is exactly what it will not do, and should not do. Again, is the Grammar School or the Higher-Grade School to prepare for it? At the risk of shocking Manchester pride, we may reply: Neither. A proper system of second-grade modern schools, as in Birmingham, is the next Manchester necessity.

THE wail of the voluntary teacher against extraneous tasks has been with us for many years; but it is a fresh departure to find a similar lamentation arising from his colleague under a Board. It is the

Compulsion. hated word "compulsory" that does all the mischief. If a man can play the organ,

probably he will enjoy doing so in church on Sunday; but he rightly objects to have this duty thrust upon him as a condition of appointment. Physical training is the latest catchword, and no doubt any teacher would be glad to attend classes or lectures which would show him how to make the most of his opportunities of improving the physique of his scholars. But a man may fairly object, if he misses his class one night, to receive from the clerk to the School Board a peremptory demand, on a post-card, for an explanation of his absence. This has actually happened, so the *Schoolmaster* assures us; and the delinquent is the West Bromwich School Board. Unwilling service is a weak reed, and compulsion produces unwillingness. The London Board is wiser. It says, in effect, to its staff:

"Here are classes and examinations provided for you. You may attend or stay away. But, unless during the early years of your teachership you produce evidence of your ability to teach certain additional subjects, the automatic increase of your salary will stop."

LORD LONDONDERRY has summoned the Chief Inspectors of Whitehall to a conference, and his address has been communicated to the press. His lordship is anxious to know whether there is truth in the allegation that the substitution of inspection of methods for examination in results has brought about a falling off in accuracy and thoroughness of work. The reply of his audience has not been communicated. We will venture to say that the danger referred to can only be obviated by a thorough examination of the pupils by the staff. This is not always possible, nor where possible is it always done. Under the large Boards the head teacher, who has little class-room work, is especially charged with this duty of examination. It can be better done by the head teacher than by the inspector, and it certainly should be done in all the higher standards. With a view, we suppose, to impressing upon the inspectors the importance of their responsibility, Lord Londonderry spoke of the "vast sums" annually spent on education. Surely, in comparison with other items of our national expenditure, it is misleading to call these sums vast. The main points in the rest of the charge are two: the building and playground requirements of the Board must not be urged too literally in country districts, where the children lead a healthy outdoor life; secondly, the President of the Board of Education recognizes that book-learning is not all. He charges his officers to see that the body is cared for, and that a practical education is given suitable to the future position of the child.

TO summon a conference, instead of sleeping through a deputation that has been forced upon him, is a good omen in a new President. But there was one note struck by Lord Londonderry in his address that we confess inspires us with alarm. Education, he admonished his inspectors, does not consist in books and desks and school buildings. The very best education is now being given in village schools which are badly lighted and badly heated, without cloak-rooms or hat-pegs or any of the luxuries of a London Board school. It is, of course, perfectly true that the best teaching the world has ever seen was given in a porch or garden at Athens and on a bare hillside or by a lake in Palestine; but to bid inspectors not insist too much on the physical conditions or internal appliances of a school is, to say the least, dangerous doctrine, especially when we remember that appeals from managers against the Local Authority as regards proper accommodation will be decided, in the last resort, by Lord Londonderry.

THE discussion aroused by the eminently successful vacation schools planned last August by Mrs. Humphry Ward in London and by Dr. Percival in Hereford, has led Canon Barnett to publish a suggestion that is somewhat startling. Why, asks the Canon, should the elementary schools be closed at all except for painting once in three years? As we are speaking to teachers, let us hasten to add that Canon Barnett realizes that his proposal would mean an increased staff, so that each teacher might have "a holiday as long, or even longer, than that at present enjoyed." There are some obvious advantages. The child need never be driven to the courts and alleys of a crowded

city for its recreation. The fortnight in the country can be taken at any time during the summer months. Teachers will not need to take their holiday in the crowded and costly month of August. But there are more than counter-vailing drawbacks. The proposal assumes two things: in the first place, that a child can be withdrawn for a fortnight from school without serious loss; and, secondly, that—again, without serious interruption—one teacher can take on the work of another. Teachers know the contrary. The upshot of such a change would be that during the holiday months little real work would be done. There would always be the feeling that what was being done must be done over again when all the class were together. And the supply-teacher taking the place of the regular class-teacher during the latter's holiday would be at a great disadvantage. No; the plan is not practical.

A SUB-COMMITTEE of the Assistant Masters' Association has issued a suggested syllabus for language examinations. The scheme is printed in the *Circular to Members*, and criticism is invited. In modern languages the set book is abolished so far as the setting of passages for translation is concerned. Where an oral examination is feasible the set book may remain as the subject of conversation between candidate and examiner. A note appended to the scheme urges that, although translation from a set book be abolished as a test of efficiency in the language, yet that the reading of a continuous piece of literature is essential. It is also suggested that in higher examinations a paper of questions on the subject-matter of a prescribed book might be set, to be answered in the language. All examination papers should include unseen passages for translation from and into the language. Free composition, or essay-writing, should be introduced into advanced papers, and the reproduction of a story read aloud by the examiner into junior examinations. There should be writing from dictation and such other oral tests as are possible. It is recommended that, in English, a prescribed book be studied, but that the literary rather than the philological side should be emphasized. In higher examinations an additional paper in philology might be set. In classics translation from prescribed books is allowed, but is to assume a less important place than at present. The examination should include unseen translation from and into the language. A vocabulary should be given in junior examinations. Questions on the subject-matter may be set, and grammar questions, not beyond the standard of the prescribed book. These proposals seem to us reasonable. Certainly, translation from a prepared book is an unsatisfactory test on the whole.

IN the course of his annual statement as Chairman of the London School Board, Lord Reay says: "Too much stress cannot be laid on the serious evil of the tendency of teachers to lecture to the children. . . . Even at the Universities a system of mere lecturing is unsatisfactory; in elementary schools it is absolutely vicious." Whence, then, has come the tendency to this undoubted evil? And how far is the teacher forced by circumstances? In the first place, there can be little doubt that this tendency to lecture is the result—especially in secondary schools—of the reaction from a former condition in which the boys were set certain tasks and the masters heard or corrected the work done. The desire to make the lazy or the dull boy work as well as the clever or industrious boy has caused sometimes an excess of activity on the part of the master. Training colleges and inspectors are responsible

Lord
Londonderry
makes his bow.

A Rift
within the
Lute.

The Vice
of Lecturing.

for indirect encouragement of the tendency. The set lesson, on which a student's ability to teach is assessed, is necessarily a lecture skilfully interspersed with questions, and its importance is exaggerated. The teacher likes to be giving such a lesson when the inspector arrives. Inspection is now taken to be of the teaching as opposed to an examination of the results. But children cannot listen for long without fatigue. They need to be working themselves. "In an ideal school the teacher does very little himself, but is the cause of a great deal being done by the boys." If inspectors are not careful, we shall have an increasing tendency in secondary schools to these show lecture-lessons during which the boys are mainly passive.

THE opponents of the Education Bill who threaten to refuse to pay the education rate will, if they carry out their threat, have their antitype in Mr. Albert Tarn, who explained to the Gateshead magistrates that he had conscientious objections to paying the School Board rate because the money was used for injurious purposes.

*The
Conscientious
Rate Objector.*

The magistrates showed scant sympathy, and issued a distress warrant. But Mr. Tarn is not thereby crushed. On the contrary, he has issued a circular to explain his attitude. Mr. Tarn claims the right of private opinion. But, even in these days of liberty, a man has no right to an opinion that results in actions contrary to the law. There are some among us who would urge the spending of more money to equip or provide for technical education. Mr. Tarn considers that commerce is greatly hampered by "the growing burden of rates and taxes for so-called educational purposes." Does Mr. Tarn remember that our little war in South Africa swallowed up in a couple of months the amount of the education grant for the year? But there are stronger reasons: "I regard Government schools," says Mr. Tarn, "as unfit places for any children to be sent to. I regard the wholesale prosecution of parents and the legalized kidnapping of their children to be a disgrace to this country." After this Mr. Balfour and Lord Londonderry will sleep badly.

WE learn from the *Lancet* that Dr. Giuseppe Biller, of Bologna, has been conducting a series of experiments leading towards a more exact knowledge of the pathology of mental fatigue. The test was the correctness of arithmetical sums in division; and the children, boys and girls, were of the average age of eleven and a half years. Examination papers of one hour's duration were set. It is quite natural that the work done in the afternoon should be both less in quantity and worse in point of accuracy than the work done in the morning. Dr. Biller also notes a diminution in accuracy during each successive quarter of an hour. This would seem to imply that for children of the age chosen an hour's continuous work at one sort of sum makes too great a strain upon their interest and power. The third conclusion is that the work done at the end of the school year is more in quantity, but worse in quality, than the work done at the beginning. If the continued working of sums in arithmetic does not produce increasing accuracy, it is time for the teacher to pause for inquiry. The simple explanation would be lack of interest. Division sums may easily be worked *ad nauseam* by small children. There comes a time when the charm of a correct answer ceases to please. So there is a certain danger in drawing conclusions from such investigations as those of Dr. Biller.

IT has been said that we shall never have a thoroughly well organized education in this country until the man

in the street is convinced of the value of education. This assertion may be restated in the form

The Memory.

that the hard-headed man of business will not believe in education until he finds that the finished product of the schools is more useful to him than has hitherto been the case. If the man in the street needs to have this conviction forced upon him, much more the journalist, wielding, as he does, so great an influence. In a recent issue of a contemporary, presumably written by educated men, we find this amazing passage: "In these days, when the universal cry is 'education,' it is somewhat surprising that so little attention is paid to the fundamental principle on which all education is based—the principle of memory. What is the use of even the best education if the knowledge so laboriously acquired is all to vanish from lack of a good memory?" So, in the view of this writer, education is merely the acquisition of knowledge. We could pass over his confusion between education and the administration of education. This is common throughout the daily press. But the writer shows his complete misunderstanding by quoting in support of his views a remark made by Sir Richard Jebb, that "experience has taught us that the education which best prepares for life is that which trains and develops the mental powers." With this we are in entire agreement; but the opinion entirely contradicts the "memory" position.

THE opposition of the Free Churches can only be explained on the ground of disappointment that, when the administration of education is in the melting-pot, a universal system is not to be established.

*The
Free Churches.*

We share the feeling; but, we repeat, it is this or nothing. Granting that there are some four million places in voluntary schools, and that these could be fairly purchased—as property without value to the vendors, who, if they refused to sell, would see a Board school erected across the way—for some twenty millions, who is going to make the proposal? Certainly not the Liberals. Out of office they may be driven by their supporters to make vague promises or to hold out vague hopes; but in office they will not run their heads against the stone wall of sectarian dispute. The Free Churches must be content with the present state of affairs, which is unpalatable to them, and certainly anomalous, or they must accept the Bill, which gives a very real, though not complete, control to the Education Authority. The Bill offers a starting point for administrative unity. In our opinion it does not perpetuate denominational schools. On the contrary, if this Bill becomes law, voluntary schools will gradually die out; but they will be efficient, and not starved, so long as they live. At the time of writing, Section 8 is still under discussion, and the progress made is infinitesimal. But the House will grow weary of interminable repetition, and the steam roller will turn to a motor car.

PROF. PERRY, at the prize distribution of the Royal College of Science, protested against the making of a foreign language compulsory for science students. "With

*Prof. Perry
on Language
Teaching.*

all the translations available, no kind of physicist or engineer needed French, German, or any foreign language." He himself, he added, had given much time to French and German, but he preferred a translation to any version of his own. He hoped some time to have an opportunity of pricking the compulsory foreign language bubble. We shall await with keen interest the pricking, but we fancy it will take a sharper needle than Prof. Perry to explode a superstition, if such it be, that has prevailed for a thousand years in every civilized country.

THE *Spectator* approves without reserve the "in and out" compromise to which Sir William Walrond, in his Tiverton speech, gave a semi-official sanction. "It

*The
"In and Out"
Compromise.*

would not only not infringe liberty of conscience, but it would secure that the children obtained the exact kind of religious instruction desired by the parents."

In theory perhaps it would, but we fancy that in practice it would prove a dead letter. How many persons would be willing to devote an hour a day to giving religious instruction in Board schools, and of these how many are capable of teaching effectively? Suppose the Catechism class proves a bear garden: what is to happen? Let us suggest a parallel. Lord Meath considers that military drill in schools is our one way of national salvation. A Bill is passed giving free entrance to our public schools, at certain stated hours, to any non-commissioned officer whom Lord Meath and his friends designate, and at the same time permitting public-school masters to instruct recruits in cricket and football during the first or last hour of drill. We think that neither Lord Roberts nor Dr. Warre would see it.

MR. G. F. BRADBY, of Rugby, in the *Speaker* (October 11), reveals *ab intra* some of the most glaring defects of our public-school education. Modern

*Mr. G. F. Bradby
on
Public Schools.*

history, he tells us, does not enter, in any real sense, into the curriculum of our secondary schools. It is mostly left to be

picked up in the holidays, and in what a way! Had we not Mr. Bradby's word for it, we could hardly believe that a party pamphlet such as Sir Conan Doyle's "Great Boer War" had been set as a holiday task at one of the most famous of our great public schools. On the classical side, he tells us, the old linguistic methods of the Jesuit schools still prevail: "for every ten boys who enter the promised land [of literature] at least ninety are left in the wilderness [of gerund-grinding]." And the Moderns are not necessarily any better off: "Anything more arid and unlitrary than the training which the requirements of the Army examinations force upon our future officers it would be hard to imagine." Mr. Bradby has one specific remedy to propose:—Let these ninety lost sheep in the wilderness at an early age drop Greek and in part Latin, and then devote the hours thus saved to English literature and history. We wait with interest to hear what Dr. James has to say to his colleague's indictment of Rugby and to his proposal.

DR. PERCIVAL, speaking from his wide experience at Clifton, Rugby, and Oxford, endorses and supplements all Mr. Bradby's charges against the intellectual side of

*Dr. Percival
says ditto.*

public-school education. At the preparatory school from ten to fourteen the boy is taught chiefly the rudiments of Latin and

Greek, with a veneering of English, French, and arithmetic, and taught by young men whose heart is in the cricket field and who "have never themselves been taught how to teach anything." And even the classical teaching carried on for another four years in the public school, except in the case of the happy few who spend a year or two years in the Sixth, comes to little or nothing. The boy who leaves in the Fifth will confound the Civil War with the Gallic War of Cæsar, and not know whether the hero of the Anabasis was "the Cyrus of Daniel or Ezra or some other man." The Bishop sums up with this grave indictment:—

The fact is that, with the growth of wealth among our commercial classes and the social ambitions and craving for amusement which it brings with it, and the tyrannous spread of that athleticism which Euripides deplored in his day as the bane of Greece, the ideals which pervade the life of our great schools and possess the younger masters,

who should be the inspirers of the common life, have tended to fall rather than to rise during the last thirty years.

MR. E. T. WOODHEAD has been testing Mr. Balfour's estimate of £26,000,000 as the price which would have to be paid for disestablishing voluntary schools by investigating the trusts of the endowed voluntary day schools in the Parliamentary division of Holmfirth and the Colne Valley. Of the 12,279 scholars in average attendance, he finds that only 4,736 are in schools entirely built and maintained by private individuals or sects, such as the Church of England or Wesleyans. The rest are in schools endowed under undenominational trusts, though some of them have now become undenominational in administration, or in schools which have received building grants under conditions that secure them for the use of the public. If the district be not exceptional, and it was chosen solely because it is the writer's home, Mr. Balfour's estimate must be reduced from twenty-six to ten millions.

LEST this heading should scare our readers, we may at once say that we have no intention of opening our columns to the threadbare theme of conscription. We

*Conscription
and Education.*

merely wish to call attention to a letter of Sir James Blythe to the *Times*, in which he points out the enormous momentum that the military systems of France and Germany give to secondary education. What are all our prizes and scholarships compared with the prize that a German or French schoolmaster offers to the good boy—a year, or in France two years, of life, or, what is tantamount to life, exemption from barracks and drill? And besides this positive relief, as Sir James points out, a social stigma attaches to the rejected. Speaking from a wide experience of the inner family life of France and Germany, Sir James affirms that "among the upper middle classes of these countries the education of the young men is far more widely spread, more thorough, and more calculated to fit them for the highest industrial positions than it is in the equivalent stratum of society on this side the Channel." Sir James does not advocate conscription *sans phrase*, but insists that "some premium on knowledge or some penalty on ignorance must be devised which will do for us what the abridgment of military service has done and is doing for France and Germany."

SIR ARTHUR RÜCKER, in his opening address to the Birkbeck Institution, summed up excellently the aims of the reformed University of London. To give more

*The Idea of the
new University
of London.*

liberty to the teacher, to test the undergraduate not merely by examination, but by his entire University career, to find out whether the knowledge the student displayed had been acquired under such conditions as to have become an integral part of his mental equipment, to bring the teacher and the examiner *en rapport*—these in brief were the aim of the new teaching side. The problem was to combine the influence of a central co-ordinating power with that of the individual teacher, and yet maintain the independence of each. This problem the Senate had tried to solve by laying down only in broadest outline the courses of study for internal students and the time to be spent on them. The courses for day students in the polytechnics fully satisfied their demands, and it had been decided that in the case of evening students who could produce from their employers certificates that they were engaged for twenty-five hours in the week a substantial reduction should be made in the required hours of attendance at classes.

THE temporary withdrawal of the Children's Employment Bill is to us a source of surprise and regret, though the support accorded to the delayed measure is likely only

*Children's
Employment
Bill.*

to gain in pressure and volume as a consequence of the transient impediment. The very representative Guildhall Conference, at which the Bishop of Stepney, Dr. Macnamara, and Mr. Mundella were among those who spoke with the force and cogency born of experience, has shown quite recently how earnest and practical is the conviction of experts in favour of the Bill. The Conference was summoned on a side issue, since juvenile street trading is only a part—and that a comparatively small part—of the great evils which the Bill seeks to restrain; but Mr. Mundella's speech especially was a concise and powerful bit of pleading in favour of the Bill in its totality—a carefully reasoned, yet fervent, appeal, at once statesmanlike in its guarded perception of inherent difficulties, and tender in its vivid allusion to the temptations and toils of those children whom the Bill is designed to protect. But, indeed, it is only necessary to turn to the report out of which the Bill arose in order to be saddened and convinced, for it states "that in England and Wales a substantial number of children, amounting probably to fifty thousand, are being worked more than twenty hours a week in addition to twenty-seven and a half hours at school; that a considerable proportion of this number are being worked to thirty, or forty, and some even to fifty, hours a week; and that the effect of this work is in many cases detrimental to their health, their morals, and their education, besides being so unremitting as, to deprive them of all reasonable opportunity for recreation."

TECHNICAL EDUCATION

THE Manchester School of Technology, which was opened by the Prime Minister on the 15th ult., is a remarkable example of municipal enterprise; and, if there be those in Lancashire, or out of it, who are disposed to regard the expenditure of £300,000 on this school as tending in the direction of extravagance, they may take comfort from the reflection that, after all, it has cost less than any one of the four asylums for pauper and other lunatics required by the county of Lancashire. The responsibility of public authorities for the care and education of the mentally unfit is recognized, and the patients are, as a rule, accommodated in handsome buildings, adequately equipped. That the mentally fit, the productive section of the community, may also be advantageously cared for by public authorities is an idea gradually claiming recognition, and in this, as in some other matters, the City Council of Manchester is an example to other authorities.

It would be difficult to exaggerate the general impressiveness and particular excellence of the Manchester School of Technology. As Mr. J. H. Reynolds, the Principal and active partner of the Council in this enterprise, has said: "Whether we regard its architectural features, its plan, its scope, its amplitude, or its equipment, it stands singular among the many surprising developments of the day in the means of technical instruction and training." It has no competitors in its own line in this country; but it is ever to be remembered that an educational triumph is not to be found in the erection of buildings, however magnificent, or in the provision of mechanical aids, however complete. It must be demonstrated in the work of the students. Principal Reynolds goes further, and says: "If the school does not make its due impression not only upon the rank and file, but in the management of our great industries, so as to improve the methods employed in them, and enable the ideals in which they are conducted, then it fails utterly to realize the purposes for which it is established."

MR. BALFOUR, in his admirable speech at the inaugural gathering, alluded to two of the essential conditions upon which the success of a school of technology must depend. Firstly, a supply of students qualified to benefit by the opportunities afforded, and, secondly, manufacturers and employers prepared to engage, and pay for, technically trained intelligence. That many employers in this country distrust the product of the technical school is true enough; but it is probably equally true that they know the line of business which pays best. Opportunities of profitable industrial development have, it is said, been

missed in this country, because of the need of "trained men." Even if the fact be admitted, it would not be difficult to explain it in another way. But nevertheless, there may be, as Mr. Carnegie predicted at Aberdeen, "years of painful lessons before the people of Britain," and, if the effect of those years is to give the national temper a bias in the direction of intellectual interests and pursuits, the pain will be profitable.

IN an admirable address to the North-East Coast Institution of Engineers and Shipbuilders on the 24th ult., the President, Mr. Tweedy, gave some excellent advice both to employers and educationists. To the former he said the combination of the cottage and workshop ought to make the apprentice more—not less—useful to his employer, and he recommended the abolition of the "premium" system in favour of the admission of special pupils into works according to their proficiency and merit as students. He also urged, as the basis of all efficient technical work, a good general education—moral, as well as intellectual. "How to live sensibly and rationally," he said, "is a more abstract, a more difficult, problem than how to turn a shaft or plate a ship, and a less skilful workman, but a good man, may be superior, even from the economic point of view of the workshop, to a workman more skilful as a worker, but inferior as a man."

IT is encouraging to find a captain of industry pleading for a system of education which shall aim at something more than the teaching of little boys to get three sums right out of four. No one who reflects upon the result of our primary-school system can be satisfied that the methods hitherto adopted have successfully developed those indispensable qualities of mind and character which must be the foundation of national stability and progress. While time and patience are exhausted on the discussion of the ways and means of educational machinery, the "contents of education," as the late Bishop Creighton termed it, are ignored and forgotten. But, perhaps, when the politicians and theological controversialists have settled the relatively unimportant matters of management, and the merits, or otherwise, of this or that type of school, we may have time to pause and consider what may be the object of school education, and the conditions requisite to attain it.

REFERENCE has been made in this column on several occasions to the unsatisfactory regulations, which have been in operation for some years, under which teachers of domestic economy subjects are trained and certificated. Teachers of domestic subjects are chiefly employed in day and evening schools aided by Government, and it might be thought the simple task of prescribing the conditions under which the teachers should be trained and recognized would not be beyond the powers even of the Board of Education. But the scandal of allowing things to drift has continued year after year, and now the possibility of a better system, suggested by the offer of the Board to conduct examinations and grant diplomas, has just been neutralized by the recognition of a wholly inadequate scheme of the City and Guilds of London Institute. It is not surprising that the bewildered training schools of cookery are vigorously protesting.

UNDER present conditions diplomas qualifying the young person to teach in schools aided by the Board may be obtained in these several ways: The aspirant may (1) be examined by the Board of Education, or (2) by the National Union for the Technical Instruction of Women in Domestic Science, or (3) by the City and Guilds of London Institute, or (4) by the authorities of certain recognized schools. At the same time, until the appearance of the City Guilds' scheme the period of training in cookery and laundry work was more or less identical in different schools, although the diplomas have been awarded on examinations of varying standard. But the City Guilds' scheme, it appears, plays havoc with the existing regulations, and, with the consent of the Board of Education, proposes to encourage courses of training of a very superficial and inadequate character. It is high time for the Board of Education to seriously consider the whole question.

A WELL informed writer in the *County Council Times* has called attention to what he terms the "education muddle" in the Metropolis, for which he holds the Technical Education Board largely responsible. Discussing the future legislative problem, he suggests a scheme for London, requiring that (1) each borough should have absolute control of the education of the district—viz., primary, secondary, technical, technological, and art education; and (2), in consideration of the unique circumstance of twenty-eight boroughs lying side by side, each borough should nominate one or more of its members, *pro rata* of population, to a central Council, which shall have power to deal with certain clearly specified "all London" subjects. There is a good deal to be said in favour of this solution of a difficult problem.

AT the meeting of Directors and Organizing Secretaries for Secondary and Technical Education at Manchester on the 16th ult., Mr. C. Courtenay Hodgson (Cumberland) was elected chairman for the year 1903.

INSPECTION OF SCHOOLS UNDER THE
EDUCATION BILL.

AMONG the many subsidiary questions which will be raised if the Education Bill becomes law there is one of some magnitude, though it is in no need of immediate settlement—that of the relation of the Central to the Local Authority in the inspection of schools, and of elementary schools especially. The promoters of the Bill of 1902 have wisely abstained from including among its provisions any definite regulations concerning inspection; and in this they differ from those who drew up the Bill of 1896, in which inspection was decentralized along with other administrative functions of the Central Office. As one of the forms of control, the power of inspection is, of course, bestowed upon the new Local Authority by the Bill now before Parliament. But no conditions or limitations are laid down, and no obligation to inspect is imposed; while, on the other hand, no provision is made against the overlapping of Government inspection (which is clearly to continue) and local inspection. These are, indeed, matters that may well be left over and, perhaps, ultimately settled by the administration, and not by Parliament. The Local Authorities will have enough to do for the first year or two without undertaking the serious work of inspecting the elementary schools under their care.

Yet the subject is not one of minor importance. The new Authorities for education, many as they are and small as is the area of some of them, will, in most instances, if the Bill passes, acquire the control of a number of elementary schools so large that a tolerably complex official organization will be unavoidable. One of the earliest officers to be needed will be an external officer, whether he be called director, organizer, superintendent, or inspector, who will correspond in dignity with the present clerks of School Boards or education secretaries, but who will be free from the desk routine and the financial work of these functionaries. It will be the external officer's business in the first instance to familiarize himself with the schools, to act as intermediary between the local managers and the Education Authority and as adviser to both, and to superintend the appointment, training, transference, and promotion of teachers. Ultimately, it may be hoped that he will be director of education in a higher sense. In any case, not only the smooth working of the new machinery, but even the possibility of educational advance in quarters where it is needed, will depend in a large measure upon the functions assigned to this officer and upon the establishment of right relations between him and the officials of the Board of Education.

The men who occupy positions most resembling the office in question are the inspectors employed by the larger School Boards. They do not enjoy quite the repute nor take quite the rank that one would hope would belong to the directors of education in a large town. Their influence is determined by different factors in different cases. In some towns one inspector looks after a group of schools so small that by inspection and examination he can acquire a full and complete knowledge of the circumstances and of the efficiency of each school. In London, on the other hand, the schools are very numerous and the inspectors are few. It is physically impossible for them thoroughly to inspect each school within recurring periods that are reasonably short. They must be satisfied with a general familiarity with the schools and a special acquaintance with those that need special attention. They report annually to the School Board, but they cannot supply a detailed account of the educational condition of each school. School Boards also differ in what they require their inspectors to do. For, while the inspectors in Leeds have earned an unenviable notoriety for the minuteness of their examinations and their reports, those of neighbouring boroughs are apparently not instructed so narrowly to superintend and so harassingly to scrutinize the work of the teachers under their control. In some country districts another variety of local inspector exists in the shape of the organizing visitor. Unlike the School Board inspector, he possesses very little recognized power in the direction of curriculum or in the promotion of teachers, and his presence in independent schools is tolerated rather than welcomed. If officers of this type are likely to be appointed in the future, and if the dignity and influence of the existing inspectors are to be enhanced, it is of the utmost importance that they should be

utilized in the best way, so that they may neither fritter away their energies without producing much effect, as in London, nor exercise such a deleteriously minute supervision as they seem to do in Leeds.

Since 1896 the methods by which the Board of Education assures itself and the public of the efficiency of the elementary schools have been considerably modified. The change from annual examination to inspection, then in its initial stages, has been completed, and at the present moment no clearly efficient school is annually or ever examined. Ten years ago the inspectors of the Education Department examined individual children, reported on each school, and often on each subject of instruction in detail, and assessed grants piecemeal. Now they inspect, but may not examine; they are instructed to write a general, and not a detailed, report, and they award a block grant, and not a subject grant. The method of examination that prevailed was not ill-suited, from an administrative point of view, to a state of things in which each school was a separate institution, managed in so many cases parochially, or, at least, by isolated committees of management. Except in large, well organized School Board districts, the teachers and managers in all schools have been responsible directly to the Education Office, and no other bodies have had any concern with the results of the examination. The conditions are fundamentally altered when large numbers of schools are controlled by one Authority, and that a weighty Authority with a wide area under its supervision. Indeed, at the present time the relations between the Board of Education and the schools under School Boards are somewhat anomalous. The old method of treating a Board school as if it were an isolated establishment, wholly unconnected with any other, has persisted seemingly because its neighbour the voluntary school could not well be treated otherwise. When all elementary schools are controlled by one Authority, and when this Authority in most cases also controls other forms of education, when presumably there is co-ordination between schools, the old system by which the Board of Education annually satisfies itself afresh that a school is efficient, modified though the system is by the substitution of inspection for examination, is clearly out of date. So also, it may be added, is the existing arrangement of inspectorial staffs and districts; while the method of appointing and grading inspectors is only saved from the reproach because it has lately been remodelled.

Symptoms of dissatisfaction with the present conditions of inspection have not been wanting. According to their position and predilections, the critics complain that it is dangerous, or at least unwise, to leave the elementary teacher without more searching tests than are now applied; that the scholar should not be deprived of the stimulus that a formal examination may afford; or, again, that the managers have at present no satisfactory guarantee that the work for which the teachers are paid is really done. The Chairman of the School Management Committee of the London School Board, Mr. Graham Wallas, protests that the reports of the inspectors of the Board of Education are so colourless and vague that his Committee derives no information of value from them. School managers do not commonly desire information on the state of their schools in a more detailed form than the annual report supplies; but when they do, and when, as in the case of the London School Board, they represent the ratepayers, it is difficult to say that the demand is unreasonable.

In view of the considerations here advanced, the new conditions under which public elementary schools are likely to be administered, the danger of a needless multiplication of officials and of an overlapping of work, the feeling that the instruction in elementary schools needs somewhat more detailed supervision, it is fair to open the wide question: What should be the principles determining the relation between Local Authority and Board of Education in regard to the inspection of schools?

The Board of Education distributes to the schools so much money from the Imperial Exchequer that it cannot forgo any of its control over the disposition of the money. But, if, as the Bill promises, all grants are to be paid to the Local Authority *en bloc*, instead of to the managers of separate schools, the kind of control to be desired is a general control. If the Board is satisfied that a Local Authority is doing its duty—that a due standard of efficiency in instruction, in buildings and equipment, and in the provision of schools, is being maintained—it can dis-

pense with much of the detailed information concerning the schools which it now laboriously obtains and preserves. A periodical report on the condition of his district may be expected from each of the Board's own inspectors, but the annual report on each school need no longer be deposited in Whitehall. In order to superintend the elementary schools at all, the Local Authority must ascertain particulars and statistics which are now annually furnished to the central office; but there is no necessity that this kind of work should be duplicated. On the same general principle, that details may be left to the Local Authority, which is more interested in them than the Central Authority—other functions of the Board of Education may in time be transferred to the Local Education Authority. Such are the business of giving certificates of proficiency (the labour certificate, so called), that of examining candidates who wish to enter the teaching profession, that of awarding merit and leaving certificates—should these certificates become naturalized in England. Decentralization of the character indicated, if it be checked by vigilant inspection, ought to go towards stimulating a local interest in education, and need not seriously diminish the real control of the Board of Education.

One might then ultimately hope to see harmonious relations between the Central and the Local Authority in reference to inspection established somewhat on the following lines. In each locality or convenient group of localities should be a Government inspector, with or without assistant, as circumstances dictate. He should, no doubt, represent the Board not only for elementary, but also for higher, education. He cannot be freed from all routine, because the Board of Education must frequently refer to him as their local agent for information and advice on particular points arising in the ordinary course of administration. But he should be relieved of much of the desk-work of the present Whitehall inspector, and particularly of the duty of annually reporting on each elementary school, while his principal function should be advisory. He must also be a critic, and to the end that both advice and criticism may be founded on just grounds he must enjoy the fullest discretion to inquire, to inspect or examine alone, or to accompany the local inspectors and observe their methods, whenever he may find it desirable to do so. His criticism ought not to be criticism of details, but of the general administration of education and of the means adopted to maintain a high standard of efficiency.

By the side of the inspector of the Board of Education, there should be local inspectors, appointed by and responsible to the Local Authority. Their main aim should be to keep the schools efficient, and to that end they must become thoroughly familiar with the detailed work of the schools and with the qualities and capacities of the teachers. The Local Authority will naturally expect a periodical account to be rendered by each school, if no annual report is received from Whitehall. But the manner in which the character and success of the instruction are ascertained, whether by inspection alone, or inspection combined with partial or periodical examination, might be left to local determination. As was suggested above, the local inspectors should conduct such examinations as are required for certificates of proficiency and for merit certificates; they should also superintend the whole of the training of pupil-teachers, so long as pupil-teachers remain. They would of course have all the work of the present School Board inspectors in the appointment and promotion of teachers, except in so far as this function is left to local managers.

By some such system as is here outlined, overlapping might be avoided, and friction between local and Government inspectors reduced to a minimum. The Board of Education would be relieved of the detail which it will no longer want, and the Local Authority would possess the detail which it will necessarily require if its control over elementary schools is to be real and if the organization of the whole of education is to be placed on a satisfactory basis.

HERE is an exact copy of the Lord's Prayer as it was written out by a boy in a preparatory form of one of the great public schools:—
 "Ar Father which is in Heaven. Harold will be thy Nam thy kingdom come Girts. Our treaspas as we forget heaven. Por and Glory. For ever and dever—amen."

THE GERMAN SCHOOL IN JOHANNESBURG.

THE idea of founding the German School in Johannesburg was first conceived on March 22, 1888, when the Germans resident in the town called a meeting to do honour to the Emperor William I., who had just passed away. It was then proposed, as the best way of perpetuating in their midst the memory of the founder of the Empire, that children of German nationality far from their Fatherland should be secured the opportunity of acquiring a German education. This plan had the recommendation that the promoters would not only effect their immediate object, but would gain the personal benefit of having their children kept German in spirit at least.

Later on, after the requisite funds had been collected, an application for support was made to the Transvaal Government. The latter presented the German community with a suitable site for a memorial, and, at the same time, assigned them an adjoining plot of ground at a very moderate price for the erection of a church and school.

Finally, in April, 1897, the foundation-stone of the school was laid. The day was, indeed, an exciting one for the members of the German colony. The school coming into existence in a South African town was to undertake a momentous task. It was to nourish, so far from home, first of all German patriotism and then German culture and religious feeling.

Yet, in spite of this national enthusiasm, all the factors which contributed to the result were not unadulteratedly German. It must, indeed, have been felt as a drawback that the erection of the buildings was entrusted to an English contractor.

In a very short time the institution attained an unexpectedly high pitch of prosperity. In June, 1899, it was already attended by 222 children, of whom 159 were of pure German descent. In the lower classes boys and girls were taught together; in the higher grades the children were separated according to sex. The staff was fairly strong, and consisted of 9 teachers, 5 male and 4 female.

The foreign languages taught were English and Dutch; the former because it is the language of commerce in Johannesburg, the latter on even weightier grounds. The reason alleged by the school authorities was that the Transvaal Government attached great importance to the instruction of children in the official language of the country. However, it is permissible to assume that the reason which actually influenced them was the fact that the Boer rulers backed up their views in a very substantial manner by granting a capitation fee varying in amount between £4 and £5 for every child learning Dutch. In the year 1899 the grant was earned on no less than 153 children, which amounts to the very respectable sum of nearly £700. Not many schools with a roll of 200 could afford to neglect such an item in their accounts.

At one time the intention was to develop the school on the lines of a German *Realschule*, and then try to obtain from the Government at home the privilege of one year of voluntary service in the army, instead of the two years of compulsory service usual in Germany. As this privilege, when service could be altogether avoided, is at best an enormous disadvantage, the school in reality hoped to obtain the other privileges which attach to the successful completion of the course of a German *Realschule*, so that the possibility of returning to the Fatherland and entering the Civil Service would have been open to pupils of the school. This would naturally have applied only to children of German parentage, but, in spite of this limitation, the Imperial Government would scarcely have acceded to the request, even had the expansion been successfully effected.

These hopes were shattered, and the prosperity of the school impaired, by the outbreak of the war. The benevolent Boer Government was no longer in a position to give support and funds: its attention was directed to matters more pressing than the propagation of the Dutch language. Serious gaps arose in the ranks of the pupils, whose numbers sank to 100. Yet the school can now make the proud boast that, in face of all difficulties, it alone in Johannesburg did not close in the evil days of the war.

But it held out at a terrible cost. By the end of last year the deficit in its accounts had mounted up to just £2,300, and financial aid had to be urgently sought from all available sources. The English Government declared its readiness to render substantial help, but stipulated that the instruction should be given in English. To this the Germans naturally felt themselves unable to consent in view of the avowed object of the school.

The application to the German Government met with more success, and resulted in a grant of £500, but this still leaves a very considerable balance which must be met by private contributions.

With the object of collecting funds, Dr. Weidner, the Director of the school, has recently made a tour in Germany, and has succeeded in awakening a deep interest in the institution. At the present moment concerts for its benefit are being held in all towns of any size, and subscription lists have been opened all over the country; pupils of the *Gymnasien* and other higher schools bother their schoolfellows with collecting cards, and even the children of city schools have got together amounts that are surprising when it is borne in mind that so many of the pupils belong to the poorer classes.

These strenuous efforts are animated by the desire of maintaining the German character of the school; it is this that appeals so strongly to the sympathies of the nation, and that has gained for the movement the approval of the Universal German School Union, along with a generous contribution from its funds, one of the chief objects aimed at by this organization being the maintenance of German nationality and manners in foreign countries.

With such cordial support, there can no longer be any doubt that the necessary funds will be obtained. Further, not only will the deficit be covered, but a surplus will almost certainly remain over large enough to place the school on a secure footing for the next decade or even longer; but it would be too much to expect a permanent endowment of any magnitude from this source.

For the next couple of years the establishment may possibly still have to be carried on at a loss, which will, of course, be cancelled by the collections at present being made in Germany. But, with the definite restoration of peace, the pressing need of the school will, in all probability, be at an end. The wealthy Germans whom the war has driven from Johannesburg will return and again provide for its maintenance.

The future of the institution seems assured; so that there will ultimately be firmly established in Johannesburg an institution for the express purpose of fostering German sentiment and patriotism.

The danger suggests itself that disloyalty to the English Government may be fostered at the same time. But the risk is slight; the German abroad does not meddle with politics, and will gradually become contented with the new administration once the immediate bitterness caused by the war is past; so that Englishmen need have no hesitation in heartily wishing success to an institution which will form a centre of culture in a colony where culture has been hitherto at a discount.

COUNTY COUNCIL SCHOLARSHIP SCHEMES. MUNICIPAL ACTIVITY IN EDUCATION.

A REMARKABLE testimony to the value of the work of our larger Municipal Authorities in the field of education is rendered in a recent number of the *Record of Technical and Secondary Education*, in the form of a Return which embodies the results of a special inquiry into the operation of the scholarship schemes of all the County and County Borough Councils in England. The inquiry was undertaken by the National Association for the Promotion of Technical and Secondary Education, which has done so much to place the organization of technical training upon a satisfactory basis.

A National Scholarship System.

It is well to recognize that as much may be drawn from a study of the scholarship schemes by implication as by the definite facts presented. The training of the *élite* of students is one of the chief objects of scholarship schemes; but, as with all other municipal plans, the prosecution of a great deal of careful preliminary work preceded the active operation of the schemes. The efficiency of schools and institutions had to be guaranteed in order to comply with the requirements of the law, the Government, and the Local Authorities. And, as the schemes directly affect the great majority of the public institutions above the elementary sphere, and indirectly those within it, they exert an immense influence upon the educational system of the country. This being so, it is clear that the final success of practically

every branch of higher education taken up by the Local Authorities themselves is dependent upon the working of the scholarship schemes. The importance of studying the attainments and conditions in such a wide department of activity will thus be readily admitted.

General Operation of the Schemes.

The value of carrying to a further stage the studies of the best pupils in elementary and intermediate schools and classes is almost universally recognized. As many as 93 out of 110 County and County Borough Councils in England directly provide scholarships of some kind or other; 6 other Councils take no action, chiefly because the local scholarship provision is made by other means. There are thus only 11 such administrative areas in England where a supply of scholarships for higher education is entirely lacking; 3 of these are small rural counties and 8 are county boroughs.

The following statement shows the position of the combined scholarship schemes of 90 of the Councils in England during the year 1899-1900, giving the number of Councils providing, of scholarships in force, and their total value in each grade:—

Scholarships.	Councils.	Scholarships.	
		No.	Value.
1. At Evening Classes	38 ...	6,766 ...	£7,862
2. At Technical, Science, and Art Schools	39 ...	3,426 ...	17,064
3. At Secondary Schools	56 ...	5,593 ...	77,349
4. At Higher Institutions and Universities	50 ...	679 ...	27,097
5. At Agricultural and Horticultural Schools	40 ...	532 ...	9,866
6. At Domestic Science Schools ...	31 ...	1,349 ...	12,199
7. For Elementary Teachers	29 ...	1,626 ...	5,356
		19,971	£156,793

The Rapidity of their Recent Growth.

The magnitude of these figures gives some idea of the power of organization required to maintain this national scholarship system, which is worked with consummate ease. These points are brought out by the fact that *two-fifths* of the system has been built up within a period of five years, as many as 8,302 scholarships of the total value of £62,578 having been added since the year 1894-5.

Fifty-seven (or more than half) of the Councils in England have granted these additional facilities for the training of students, twenty-two of them having started *new* schemes during that period. There has naturally been the most demand for those scholarships which form a direct connecting link between the elementary schools and the Universities. The following are the numbers of Councils who have created scholarships in the different grades since the year 1894-5:—(1) at evening classes, 15; (2) at technical schools, 13; (3) at secondary schools, 26; (4) at higher institutions, 20; (5) at agricultural schools, 12; (6) at domestic science schools, 19; (7) for teachers, 10.

The *increased* number and value of the scholarships thus more recently created are: at technical schools, 2,906, £11,437; at secondary schools, 2,514, £32,141; at higher institutions, 157, £10,033; at agricultural schools, 164, £2,030; at domestic science schools, 1,104, £9,966.

The Extent of Lengthy Periods of Training.

A comparison of the number and value of the *awards and renewals* in the particular year clearly shows the intrinsic worth of scholarships as a means of ensuring lengthy periods of systematic or continuous training. Out of 19,971 scholarships in force during 1899-1900, 7,046 (or 55 per cent.) were held by students in the second, third, and fourth years of training. Greatly increased benefits of a monetary kind alone—to say nothing of the better instruction—are brought to these advanced scholars. This is made vividly apparent by the fact that the scholarships held by them only fell short by £4,500 of the total value (viz., £80,652) of the remaining 12,925 first-year scholarships.

Preparation for Practical Life-Work.

The other practical benefits that those scholars derive who hold on to their scholarships, and especially those who afterwards take up higher scholarships, can only be spoken of in general terms. But they have been clearly demonstrated on all sides. It would indeed be a hard matter to find a scholarship

scheme which has failed to improve the educational prospects of scholars or to prepare them for and pass them into suitable employments. Evidences abound on every hand of the practical advantages of the training received, not the least valuable testimonies coming from the scholars themselves, who are found among all classes of the community, such as University graduates, professional and commercial men, draughtsmen, tradesmen and apprentices, farmers, dairymaids, and domestics. Every effort is also made by the Local Authorities to organize "self-contained" scholarship schemes—that is to say, schemes that form consecutive links between the various types of institutions. A good deal of success has been associated with this effort. For example, taking only five county areas, the scholarship schemes there have been the means of raising fifty-two scholars from the elementary schools, through secondary schools, to the Universities.

The Recognition of Institutions in Other Areas.

There are two methods adopted in the supervision of scholarship schemes that deserve special attention. One of these concerns the tenure of scholarships at institutions situate outside the area of the Authority offering them. It is obvious that every type of institution essential to a comprehensive scheme is not likely to be found in one administrative area. The difficulty was felt almost as soon as County Councils started their educational work, and was quickly and fully met by special legislation in the Technical Instruction Act of 1891. The extent to which County Councils take advantage of the enabling clause (1) (b) of that Act for the award of scholarships in each grade may be set out in brief as follows:—(1 and 2) Evening classes and technical schools, 12 out of 18 Councils providing scholarships thereat; (3) secondary schools, 19 out of 40 Councils; (4) higher institutions, 31 out of 33 Councils; (5) agricultural and dairy schools, 31 out of 40 Councils; (6) domestic science schools, 20 out of 28 Councils; (7) elementary and other teachers, 13 out of 27 Councils.

The Social Status of Students and the "Poverty Test."

Of the conditions qualifying for competition for scholarships, that known as the "poverty test" has not been received with universal favour. But parents who really need assistance to educate their children and students who are really eager for scholarships will not be deterred by what is, after all, a matter of sentiment. The Science and Art Department have, however, expressed the opinion that there is no limitation in the Technical Instruction Acts respecting the social position of students. The "poverty test" has, consequently, only been imposed by an insignificant minority of Local Authorities. Only sixteen Councils definitely limit the income of parents to amounts ranging from £150 to £500 for all or different grades of scholarships. There is thus great variety in the conception of Local Authorities as to what financial maximum of parents' income constitutes a poor student. A number of other Councils, nevertheless, award scholarships upon the general restrictive basis that students must need assistance.

THE SEPTEMBER LONDON MATRICULATION.

THE Matriculation for internal students was a new departure, and the first set of papers will be eagerly scanned by intending candidates, and still more by their masters. The following are the first impressions of a teacher who has for some years watched with interest the papers set under the old scheme. On the whole the English paper was a good one and likely to prove whether a candidate does know anything of his own language. Most candidates, we should think, omitted the third part [*Précis*]; although it was really the easiest. The history and geography questions were not to be seen except in so far as they came into the subjects for Essay. Perhaps there was hardly enough time given to do all the paper properly.

In the Elementary Mathematics there was a great difference from the former Matriculation papers. The influence of Karl Pearson and Perry is seen in the "practical" nature of the questions. Among the weaklings the old complaint against the Matriculation Mathematics was the lack of straightforward questions like those they had worked out in their "Hall and Knight" or of enunciations that they recognized. They will complain all the more now; unless they have had a good deal

of practice in measurement, in approximations, and in graphs. In both the papers there is very little for the "private study" or "correspondence" candidate to catch hold of.

The Latin paper was refreshing with a quantity of common-sense questions that ought to be known and less of the high-and-dry style dear to the heart of the former race of examiners. We presume we may attribute this to the influence of Dr. Gow, whose "Companion to School Classics" should be in every boy's library. We think that there is evidence in the alternative papers, of which Latin is one, of a lack of correspondence between the examiners in alternative subjects as to the standard they should attain. It appears to us that the Latin paper is easier than the French, which itself is easier than the German. For instance, in the German paper, we get a short essay of two hundred words as an alternative to a piece of prose, whereas in French there is no choice. Surely all examiners, however learned and experienced, could not but benefit from a meeting with their colleagues. It is a great pity that it has been found necessary to set two alternative papers in many subjects, as it is almost impossible to make them exactly correspond; but this appears to be unavoidable from the great number of optional subjects.

The Geography paper would best be answered by a candidate who had studied such a book as Herbertson's "Physiography," although common sense and travelling (which is to geography what practical work is to chemistry or oral tests are to modern languages) would have answered: "What are the chief obstacles to railway communication between London and Edinburgh; which of the three main lines has encountered most of these obstacles, and which has avoided most of them?" A choice of eight questions out of twelve was given both in this paper and in the History. This latter showed a great advance on the usual Matriculation standard. "Give the history of the Treaty of Edinburgh" is a question that would be avoided by most candidates.

In the Ancient History paper the examiners asked six Greek and seven Roman history questions. The first section of this paper would startle most candidates. It contained the three following questions:—

1. Sketch the history of the Ethiopian dynasty in Egypt.
2. Trace the history of Phœnician commerce and colonization down to 700 B.C.
3. Give a sketch of Median history under Cyaxares and Astyages.

Candidates were expected to answer at least one of these three questions and seven others from the rest of the paper.

TEACHERS' GUILD NOTES.

THE Council of the Guild have it in contemplation to collect information with a view to supplying members with a pamphlet or brief handbook on the subject of the law as it affects teachers, employers, and assistants in their professional relations to each other, and to parents and governing bodies of schools. The pamphlet will, probably, give plain advice and information with as little technical verbiage as possible, especially to the junior members of the profession, who too often show a bland trustfulness in their fellow-creatures and a want of common precaution which lead to injustice of various kinds. But, apart from the disagreements which spring from the defects of human nature, there is an important class which are derived from ignorance of the law, on one side or on the other, or even on both. In default of a code regulating the contracts of teachers, the common law of the land, supplemented by "the custom of the profession," has to decide most of the disputes which arise. The Legal and Professional Advice Committee of the Guild, which will be responsible, in the first instance, for the pamphlet, purposes to deal with both aspects—that of the law and that of custom. It is likely that the pamphlet will appear first in sections in successive numbers of the *Teachers' Guild Quarterly*, and then be republished separately. The following is an anticipation of some of the main headings under which the subject will probably be treated:—Engagements; Dismissals; Relation of Heads of Schools to Governors; Principals of Schools under Schemes; Recovery of Salaries; Absences through ill-health and Substitutes; Infectious Illness in Schools, as it affects En-

gements; Specimen Forms of Simple Agreements. The case of the form-teacher, the visiting teacher, and the private teacher will be considered separately under each division of the subject which is applicable. Members who will suggest further headings or points of detail upon which information is needed are invited to write to the Offices of the Guild.

The Holiday Courses Committee have been so well satisfied with the reports of their representatives at Tours, Honfleur, and Santander, on the courses held in those centres last August that they are advising the Council to repeat them in each case in 1903. Experience has shown the desirability of extending the time given to conversation classes at the expense of the lectures, also of limiting as much as possible the size of these classes. It is an agreeable fact, in contrast with much that we hear of anti-English feeling abroad, that the French Secretary for the Honfleur Courses reports that, whereas this year the maximum number of students allowed by the English Committee (seventy-five) were as many as could be conveniently housed, without putting more than some three students in one house, the inhabitants will be happy to accommodate fifty more next year, if they come, so excellent was the impression made by our party on every one, besides their domestic hosts. Our students, therefore, may well feel that they are doing good by their presence among our neighbours over the Channel, inasmuch as they establish impressions of our national character which go some way towards counteracting the mischief wrought by malignant press caricature and by spleen which is fed on nothing better than a diseased fancy.

THE Thrift and Benefits Committee are reporting to Council on the Pension Scheme of the Central Welsh Board under the Welsh Intermediate Education Act. The Scheme makes retirement from teaching compulsory at the age of sixty-five. The contributions of teachers range, according to age at date of first contribution and amount of salary at date of each successive contribution, from $2\frac{1}{2}$ per cent. to 6 per cent. on the salary. The contributions of the County Governing Bodies are on a scale 60 per cent. higher than the scale for teachers. Provision is made for the return in full of the teachers' contributions without interest in certain cases and for pensions on permanent incapacitation after paying ten years' contributions.

The English Education Act that is to be will give us, for the first time, the opportunity for the establishment of a national pension scheme on these or similar lines, thus avoiding the grave objection that there is to schemes for individual schools, which militate against the free circulation of teachers and require separate exhibitions of energy and wisdom among many independent bodies of governors to get them started at all. The actuarial figures for teachers' contributions should be the same, we suppose, for England as have already been worked out for Wales. Whether the contributions of the Local Authorities should be on the same scale exactly depends on the financial resources which will be at their disposal under the Act.

THE following notice, which has just issued from the Office of the Teachers' Registration Council, will save many members from the doubts which have rather naturally grown up around the words "registration" and "recognition":—

REGISTRATION OF TEACHERS.

The widespread confusion as to the meaning of "registration" and "recognition" seems to call for an authoritative explanation. The former term applies to *teachers*, and is the function of the Registration Council; the latter applies to *schools*, and is the concern of the Board of Education. But registration is the avenue to recognition; or, rather, an application for registration is the proper method of applying for recognition. In plain words, if a school desires recognition, it must send in to the Registration Council an application for registration from a teacher on the staff, either head or assistant. The name of the school is then forwarded to the Board of Education for recognition, and the matter passes out of the hands of the Registration Council until the reply of the Board of Education is received. It is obvious that in many cases considerable time must elapse before the Board can satisfy itself as to the merits of schools; hence delay—and even delay of some length—is unavoidable. It should be especially noted that it is of no avail to send in to the Registration Council an application for recognition of a school apart from an application from a teacher for registration.

Nor is it of use to forward to the Registration Council prospectuses and information about *schools*. The Council has no power to pass

judgment on schools except for those teachers who apply under Regulation 4 (2) (ii.) of the Registration Order in Council, and (in some cases) under Regulation 5 (2).

As to the results of recognition or non-recognition, they must be fairly obvious. The former will secure for a school the stamp of Government approval as a worthy secondary school.

JOTTINGS.

A TEACHER asked a schoolgirl who was sighing over her lessons what was troubling her, and elicited the information that she had been told to paraphrase a passage in "Macbeth," and could not do it. "And, indeed," she said naively, "I don't see why I should paraphrase it at all; it seems to me pretty good English as it stands!"

THE genuineness of the following translations is vouched for by a public-school master:—

"Nec catulus partu quem reddidit ursa recenti,
Sed male viva caro est." (Ovid, "Met." XV. 379.)

"But the glow-worm whom a she-bear begot by a premature birth—its flesh has a malicious liveliness in it."

"Quæque solent canis frondes intexere filiis
Agrestes tineæ, res observata colonis,
Ferali mutant cum papilione figuram."

(Ovid, "Met." XV. 372-4.)

"The thin hairs of a dog which the rustics are wont to weave into threads change shape with a butterfly: this has been seen by colonists." Another version: "Every rustling tree is wont to mingle with the howls of the dog in the country, a matter noticed by provincials."

THE *Staffs Chronicle* informs us that the *Journal of Horticulture* publishes a large photograph of the Edgbaston *Auricular* Show. We should rather have looked for it in the *Lancet* or, possibly, the *Record*.

THE *Daily Chronicle*, in its report of the Church Congress, informs us that "the Bishop of Salisbury [Dr. Wordsworth] led off with a paper in which he argued powerfully in favour of the Johanne [sic] authorship of the four Gospels." After this we are not surprised to hear that "the different attitudes of leading Churchmen towards the higher exegesis were startlingly brought out."

MR. SADLER's counsel at Cambridge, to make "the scientific and practical study of domestic arts and sciences an important part of the liberal education provided by all schools for girls," has been anticipated by the Governing Body of Queen's College, Harley Street. A two years' domestic science course was started there last autumn for students over sixteen. The course occupies an average of two and a half hours per week for six terms, and includes physics and chemistry, practical cookery, practical laundry work, sick-nursing and first aid in accidents, and domestic economy. We had an opportunity of seeing the practical laundry course. It was arranged on eminently common-sense lines. There was no elaborate apparatus, but all the processes of a well ordered "wash" were clearly described and demonstrated by the teacher, and then done by each student. No large or heavy things were washed, so no large troughs and coppers were needed and no heavy toil was involved; but small samples of every sort of material—woollen, linen, cotton, muslin, and lace, white and coloured—were washed and got up in the proper manner. The teacher's instructions how to apply the same methods to large things were very clear and practical. A table serviette, for example, after having fruit stains removed by an innocuous process, was washed, wrung, folded, mangled, and ironed precisely as though it were a table-cloth, and so on. It is no small tribute to the open-mindedness of the professors who form the Education Committee of the College, and to the enterprise of the governing Council that they should have pioneered this new departure in secondary education for girls.

THE REV. G. F. MACLEAR, D.D., who died on October 19, after a distinguished career at Cambridge, where he took a Second Class in the Classical Tripos of 1855, and won most of the University theological prizes, both as an undergraduate and after taking his degree, was elected Head Master of King's College School, London, a post which he held for fourteen years. In 1880 he succeeded Mr. Watkins as Warden of St. Augustine's College, Canterbury, an office which he held till his death. Canon Maclear will be best remembered by his manuals on the Old and New Testaments, the most popular class books in public schools for nearly forty years.

THE *Spectator* in a leading article wrote: "For years the London School Board has defied the law that created it." Sir Charles Elliott,

replying, proves up to the hilt that in each of the alleged cases of defiance the London School Board was acting according to the spirit of the law of 1870, and in strict accordance with the regulations of the Education Department as laid down in the Code. He shows, moreover, that the objections raised in 1886 to the pupil-teacher centres were overruled by the Local Government Board after consultation with the Education Department. The editor of the *Spectator* rejoins that Sir C. Elliott is attempting to reopen questions finally settled by the Cockerton judgments. Surely he evades the point. A body whose action has been sanctioned till a year ago by the Executive can only by a stretch of language be said to have "for years defied the law."

A CHURCH OF ENGLAND HIGH SCHOOL.—"What was the chief Jewish festival?"—"The Turnover."

FROM the Board of Education Report: The average attendance in primary schools is 4,731,911. Of these, 2,492,536 are in voluntary and 2,239,375 in Board schools. The cost of Board schools is £3. os. 2d. per child in average attendance; in voluntary schools, £2. 6s. 8½d. Under the London Board the cost per child is £4. os. 5½d. Voluntary subscriptions average 6s. 8d. per child. In voluntary schools 5,451 new places have been provided; in Board schools, 95,354.

LICHFIELD GRAMMAR SCHOOL, with head master's house and land adjoining, has, by order of the Charity Commissioners, been sold by auction. The property fetched £1,035.

LADY STUDENT (consulting the lists of the Society of Arts): "Oh, it's all right. I've passed. I've got 37 marks." Second Student: "No, no. That's your age. They don't give your marks."

THE *Schoolmaster* prints a letter written by a school manager to the rector of the parish, who was away from home when it became necessary to appoint a new master and mistress for the village school. The following extracts show a curious sidelight on the reasons that may influence managers in making appointments. "The former [the master] is not very refined in his talk, omitting most of his *h's*. . . . He was very pleasant, however, and quite up to the average of National-school masters, who mostly omit *h's*. . . . A hint from you might tend to cure him. . . . He has not got any particular 'boosey' expressions, or (so far as I could trace) signs of being an excessive drinker." We wonder if the manager is "getting a rise" out of the rector, or whether the *Schoolmaster* has been hoaxed.

A GILCHRIST Scholarship of £40 per annum for two years, open for competition to women who had passed the Intermediate Examination, was awarded to Miss Mary R. Boyd, a student of Westfield College, on the result of an examination held in September last.

MRS. ALICE MEYNELL is editing for Messrs. Blackie & Son a new series of selections from the great poets. Tennyson, the two Brownings, and Wordsworth will be among the earlier volumes of the series, which is to be known as the "Red Letter Library."

THE new Head Master of Christ's Hospital "has already learned to love and value what he must call a beautiful dress." Will he not adopt it himself? There is no accounting for tastes.

SIR OWEN ROBERTS has been selected by the City and Guilds of London Institute as its representative on the Senate, in the place of the late Sir Frederick Abel.

MR. ARTHUR WATSON and Mr. Horace Mann have been appointed Secretaries to the Academic Registrar of the University of London.

BRITISH CHILD-STUDY ASSOCIATION.—The Annual General Meeting of the London Branch was held at the Sesame Club on Friday, October 10, Dr. Fletcher Beach in the chair. Dr. Kimmins was elected President for the new session, Miss K. Stevens Hon. Secretary, and Mr. Mark Judge Hon. Treasurer. Dr. Beach gave his presidential address, in which he referred to the growing influence of the Society, to its increased membership of 226, and the various new departures that had been made this year. He also called attention to the very successful conference and garden party held at Hampton Wick, by kind permission of Dr. and Mrs. Langdon Down. The next meeting will be held on Friday, November 14, at 8 p.m., when Dr. Kimmins will give an address upon "Preparation for Child-Study—a Suggested Course of Reading."

COLONIAL AND FOREIGN NOTES.

UNITED STATES.

Whilst the wisdom of our rulers has decided that sea cadets should be trained on land, fertile-minded America is about to try the experiment of educating young landmen on the sea. Not for a nautical life, but for the University or for business. The plan "will enable the students," observes the prospectus, "to know the world at first hand, to understand national problems and the needs of our rapidly developing foreign markets, the commercial customs and relations of various nations and their bearing upon American industries and commerce." A preparatory school will be, as it were, combined with a training ship, so that travel and observation may supplement the ordinary curriculum of study. The scheme is not merely in the air. Already a four-decked sailing vessel, with auxiliary steam power, is being built. The divisions of the ship will be—"spar deck," where will be music and recreation rooms; the "main" or "school deck," occupied by the school, the mess rooms, the baths, the headquarters of the executive, and by the academic departments; "berth deck," for berths and state rooms of professors and students; and "orlop deck" for store-rooms, bakery, pantry, laundry, &c., and servants' quarters. Perfect artificial ventilation, distilled water, electric lighting, watertight compartments, and constant inspection are among the measures for comfort, health, and safety. An experienced United States naval officer will be in command of the "Young America" (so the vessel is named), and it will start on its first cruise in September, 1903. One or two features of the project excite our wonder. No manual labour is to be done except sail and spar drills by way of exercise; moreover, in the four years' course Latin finds a place throughout, and Greek in the last three years. Greek, then, threatened in Western as in Eastern lands, seeks a refuge on the high seas. Since the promise is that every maritime country of the world shall be visited, we may hope to greet the "Young America" in our harbours, and learn how it has fared with the new Innocents Abroad.

English teachers who claim to know all about the principles and methods of education may like to try their hands on the following questions, which were set at a recent examination in New York to candidates for what is called the "promotion licence":—

"1. 'First, learn; second, repeat; third, reflect; fourth, verify' (Jacotot).—In the light of the Herbartian 'Formal Steps,' discuss this dictum.

"2. 'To tell the child this, and to show it the other, is not to teach it how to observe' (Herbert Spencer).—Describe and illustrate from your speciality the right method of teaching how to observe.

"3. Discuss and illustrate the function and limitations of graphic methods in teaching your speciality.

"4. Mention ways in which the 'collecting impulse' (or 'collecting instinct') in children aged twelve or thirteen can be utilized for educational purposes.

"5. 'Courage in attacking difficulties, patient concentration of the attention, perseverance through failures—these are characteristics which after-life specially requires' (Herbert Spencer).—Describe briefly a kind of school work which tends to produce these characteristics. Give reasons."

Not even the most hardened sceptic as to the value of professional training will contend that the information enabling a candidate to answer these questions successfully can be injurious. The Americans grow more and more convinced that it is profitable. Sixty years ago there was not a teacher in the United States that had been trained for his profession; now the graduates of normal schools are numbered by tens of thousands, and in many States from one-third to one-half of the elementary teachers are duly qualified. The proportion is still too small; but what are we to say, in whose secondary schools a trained teacher is as rare as a phoenix? Nevertheless, we have hopes that sixty years will work a change for us too.

Schoolboys, and indeed schoolmasters, have lost a friend in Edward Eggleston, famous as a story-teller and as an artist in American dialect. The form that he employed was the popular speech of the southern part of Ohio, Indiana, and Illinois, as it was spoken forty years ago. In the "Hoosier Schoolmaster" he traces the fortunes of a teacher in a frontier school so graphically that his book has been translated—in spite of the difficulties that the quaint language offers—into French, German, and Danish. The "Hoosier Schoolboy," less successful, is yet racy of the same soil. Mr. Eggleston's later work was chiefly in connexion with American history, on the origins of which he dwelt with affectionate care. His busy life closed, amid the labour that he loved, in the early days of last September.

SOUTH AFRICA.

The cry of South Africa is for good teachers. Apart from the effort on this side to supply the want, but in co-operation with it, a vigorous attempt is being made in Cape Colony to satisfy the first condition of success in educational work. The British Teachers' Appointments Committee has been formed for the purpose of assisting managers of schools and private employers to obtain the services of competent

teachers from the United Kingdom with the least possible delay and inconvenience. The Committee will work in concert with the Education Sub-Committee of the British Women's Emigration Association, and is arranging to communicate with similar societies. It will keep its correspondents acquainted with the special demands of the colony, act as an agency for procuring employment, and extend courtesy and assistance to teachers on their arrival. With Prof. Freemantle as Chairman and the support of Dr. Muir, it is, on the one hand, worthy of confidence, and, on the other, sure of a full measure of achievement in the labour that it has undertaken for the public good.

INDIA.

Lord Curzon's Universities Commission has now issued its report, which will form one of the most important documents in the history of higher education in India. We may say at once that the proposals of the Commissioners show felicitously that a desire for progress need not be coupled with a fatuous zeal for innovation; nor is the opinion of a daily contemporary sound that the intention is to sacrifice literary culture to technical instruction and to ruin the independent and unaided colleges. The fault of Indian Universities hitherto has been that they have turned out too many graduates ambitious of a public office, and too few skilled labourers for the practical business of common life. If the new suggestions result in legislation that will redress the balance, they will confer an inestimable benefit on the vast dependency for whose welfare we have bound ourselves to care. The report is divided into thirteen sections, viz.: (1) Proceedings of the Commission, (2) History of Universities in British India, (3) Teaching Universities, (4) Local Limits of the Universities, (5) Proposals for New Universities, (6) Constitution of the Universities, (7) University and College Libraries, (8) Graduates of the University, (9) Affiliated Colleges and Institutions, (10) Teaching, (11) Examinations, (12) University Funds, (13) Legislation. The Summary of Recommendations that follows these paragraphs relates to them as an inference to the arguments from which it is drawn, and will supply the matter of this note. Since the Recommendations alone occupy eighteen foolscap pages, we must content ourselves with extracts, and first we give two that are quite general in their scope.

Teaching Universities.—The legal powers of the older Universities should be enlarged so that all the Universities may be recognized as teaching bodies. Undergraduates should be left in the main to the colleges, but the Universities may make better provision for advanced courses of study and may appoint their own lecturers, provide libraries and laboratories, and see that residential quarters are maintained for students from a distance.

Proposals for New Universities.—The question of creating new Universities should be postponed until the changes now proposed in the constitution and working of existing Universities have been tested by experience.

It is not in England that we will condemn a refusal to cover the face of the country with what the Americans call "wild-cat colleges." The Commissioners are wisely cautious, and the same sobriety of judgment marks their next utterance.

Faculties.—(1) It is not necessary to insist on uniformity in the arrangement of Faculties. If Arts and Science be separated, there will be the five Faculties of Arts, Science, Law, Medicine, and Engineering. Teaching may be fitly assigned to the Faculty of Arts, and Agriculture to that of Science. (2) The establishment of a Faculty of Oriental Learning, in which degrees (as distinguished from titles) would be conferred, without English is to be deprecated. Even candidates in the examinations for Oriental titles should be encouraged to add English to their acquirements. (3) Without forming a Faculty of Commerce the Universities might, in co-operation with the Chambers of Commerce, meet the growing demand for good commercial instruction. It is not necessary to raise at present the question of granting a degree in Commerce. (4) It is neither practicable nor expedient to make provision for a Faculty of Theology.

In its remarks on "Boards of Studies" the Commission lapses into something like humour. The second admonition runs:—"No book should be recommended by a Board unless on the written report of some competent person who has read it."

Surely it is not the practice of learned bodies in India to recommend students to use text-books unknown to themselves even at second hand; yet we seem to have heard something of the kind in connexion with institutions at home. Difficulties in this regard may be got over by giving effect to the recommendation that we cite next:—

University and College Libraries.—Good reference libraries should be provided, both for Universities and for colleges, in order that students may have an opportunity of forming the habit of independent and intelligent reading.

The freedom as to residence that Indian students have enjoyed has been in many instances a cause of inconvenience or of something worse. It is now proposed that they should be required to live (a) with parents or guardians, (b) in lodgings approved by the University or by the college to which they belong, or (c) in a hostel. One or more of the members of the college staff should live in or quite near to the hostel, empowered

to exercise authority over the residents. If it is not possible to give each student a room to himself, the sleeping rooms should be large dormitories, these being more easily controlled than cubicles holding two or three students.

A group of paragraphs deals with the question of the payments to be made by the members of Universities and colleges.

Fees.—(1) Two primary considerations should be observed in the settlement of fees: firstly, that they must not be pitched so high as to check the spread of education; and, secondly, that they must not be fixed so low as to tempt a poor student of but ordinary ability to follow a University course which it is not to his real interest to undertake. (2) No poor but really able student should be excluded, by reason of his poverty, from the advantages of the highest education, but these should be secured for him not by charging nominal fees, by the indiscriminate bestowal of free studentships, or by the establishment of free colleges, but by a comprehensive and liberal system of scholarships. Scholarships should be provided by the State, open to general competition as the result of University examinations, and tenable at any affiliated college, as well as by the managers of aided and private institutions for students at their own colleges. If free studentships are permitted, they ought not to exceed 3 per cent. of the total number of students on the roll.

It surpasses belief that any reasonable person should have interpreted this last recommendation as an attempt to "cause the collapse of the independent and unaided colleges." Most clearly the object is to preserve them. We have less praise for a little section in which the commissioners touch, as if at random, on the methods of education.

General Remarks on Teaching.—The use of 'keys' should be in every way discouraged by college authorities." A good crib (the old-fashioned school word may, perhaps, be allowed us) has its legitimate use, and a shrewd examiner can easily detect the abuse of it.

The report on subjects of study is too long and technical to be reproduced, but the last paragraph must be quoted as another testimony to the growing importance attached everywhere to the training of teachers.

Teaching.—The Universities should promote the training of all classes of teachers in the theory and practice of teaching in every way in their power; and, where this has not already been done, arrangements should be made to hold examinations for the grant of licences in teaching. The University should provide suitable courses of lectures for teachers."

BOOKS OF THE MONTH.

Classics.

- The Messenian Wars. An Elementary Greek Reader. By H. W. Auden. Blackwood, 1s. 6d.
Livy, Book XXVIII. By G. Middleton and A. Souter. Blackwood, 1s. 6d.
Cicero, Pro Lege Manilia and Pro Archia. By K. P. Wilson. Blackwood, 2s. 6d.
A Latin Grammar for Schools. By A. F. West. Hirschfeld, 4s. net.
The Fables of Orbilius. Part II. By A. D. Godley. E. Arnold, 1s.
A Greek Grammar, Accidence, and Syntax for Schools and Colleges. By John Thompson. Murray, 6s.
Cicero, Pro Milone. Edited by A. B. Poynton. Second Edition. Clarendon Press, 2s. 6d.
Analytical Grammar as applied to the Latin Language. Compiled by Two Graduates of Oxford. Rivingtons, 2s. 6d.

Drawing.

- Handbook on Perspective. By Otto Fuchs. Ginn, 5s. 6d.
Shades and Shadows and Perspective. By O. E. Randall. Ginn, 7s.

Economics.

- The State in its relation to Trade. By T. H. Farrer. With Supplementary Chapter by Sir R. Giffen. Macmillan, 3s. 6d.

English.

- Matriculation English Course. By W. H. Low and J. Briggs. University Tutorial Press, 3s. 6d.
The Children's Shakespeare. By Ada B. Stidolph. Allman, 2s.
Temple Shakespeare for Schools.—Macbeth. By George Smith, 1s. 4d.
The Literature of the Celts. By Magnus Maclean. Blackie, 7s. 6d.
Lay of Havelok the Dane. By Prof. W. W. Skeat. Clarendon Press, 4s. 6d.
A College Manual of Rhetoric. By Prof. Baldwin. Longmans, 4s. 6d.
The Select Chaucer. By J. Logie Robertson. Blackwood, 3s.
The Lord of the Isles. Edited by J. H. Flather. Clay, 2s.
Essentials of English Composition. By Horace S. and Martha Tarbell. Ginn, 3s.

Geography.

- A Teacher's Manual of Geography. By C. McMurtry. Macmillan, 2s. 6d.
Physical Geography. By M. A. Reid. Allman, 2s. 6d.
The British Empire Reader, IV. A. By L. W. Lyde. Black.

History.

- Essentials of American History. By T. Bonaventure Lawler. Ginn, 4s. 6d.
The Mid-Eighteenth Century. By J. H. Millar. Blackwood, 5s. net.
History of Criticism. Vol. II. By Prof. Saintsbury. Blackwood, 20s. net.
John Lackland. By Kate Norgate. Macmillan, 8s. 6d. net.
St. Augustine and his Age. By Joseph McCabe. Duckworth, 6s. net.
Politics and Religion: a Study in Scottish History from the Reformation to the Revolution. By William Law Mathieson. Maclehose, 21s. net.
Ancient History for Beginners. By G. W. Botsfield. Macmillan, 7s. 6d.
Black's Historical Series.—English History from Original Sources, 1660–1715. 2s. 6d.
A History of Rome. By J. L. Myres. Rivingtons, 5s.

Mathematics.

- Elementary Geometry. By W. M. Baker and A. A. Bourne. Bell, 2s. 6d.
The Ethics of T. H. Green, Herbert Spencer, and J. Martineau. By H. Sidgwick. Macmillan, 8s. 6d. net.
Examples in Algebra. By C. O. Tuckey. Bell.
Mensuration. By R. W. Edwards. E. Arnold, 3s. 6d.
Mechanics, Theoretical, Applied, and Experimental. By W. W. F. Pullen. Longmans, 4s. 6d.

Miscellaneous.

- The Student's Handbook to the University and Colleges of Cambridge. Pitt Press, 3s. net.
Manual of Egyptian Archaeology. Fifth Edition. By G. Maspero. H. Grevel, 6s.
University College, London, Calendar, 1902–3. Taylor & Francis.
University Calendar for North Wales, 1902–3.
The Story of a Living Temple: a Study of the Human Body. By Frederick M. and Mary H. Rossiter. Fleming Revell, 3s. 6d. net.
Second Strings. By A. D. Godley. Methuen, 2s. 6d.
A Guide to the Best Historical Novels and Tales. By Jonathan Nield. Elkin Mathews, 5s. net.
Electricity and its Similitudes. By Charles H. Tyndell. Fleming Revell, 3s. 6d.
Old St. Paul's Cathedral. By Canon Benham. Seeley, 7s. net.

Modern Languages.

- Household German: Part I. By H. Lange. Hachette, 2s. 6d. net.
Teacher's Companion to French Lessons for Middle Forms. By G. E. Fasnacht. Macmillan, 5s. net.
Andersen in German. Edited by W. Rippmann. Illustrated by T. W. and C. Robinson. Dent, 2s. 6d. net.
Mérimée's Chronique du Règne de Charles IX. Edited by Prof. Weekley. Murray, 2s. 6d.
Dutch Grammar. By J. M. Schnitzler. Hirschfeld.
Mlle. de Seiglière. Edited by Arthur R. Ropes. Clay, 2s.

Pedagogics.

- The Teaching of Chemistry and Physics. By Alexander Smith and E. H. Hill. Longmans, 6s. net.
Further Notes on the Teaching of English Reading. By Nellie Dale. G. Philip, 3s. net.

Science.

- Introduction to Chemistry for Intermediate Schools. By Lionel M. Jones. Macmillan, 2s.
Practical Electricity. By J. H. Belcher. Allman, 2s. 6d.
Chemistry of the Farm. By R. Warington. Fifteenth Edition. Vinton, 2s. 6d.
Practical Exercises in Heat. By E. S. A. Robson. Macmillan, 2s. 6d.
Biology, Descriptive and Experimental. By John Thornton. Longmans, 3s. 6d.
Letter on Reasoning. By J. M. Robertson. Watts, 3s. 6d. net.

Theology.

- Glenalmond Sermons. By J. H. Skrine. Skeffington, 3s. 6d.
A Christian Apologetic. By W. L. Robbins. Longmans, 2s. 6d. net.
St. Matthew edited for Schools. By Rev. Arthur Carr. Cambridge University Press, 2s. 6d. net.

THE last and final Report of the London Society for the Extension of University Teaching, now taken over by the University of London, shows under every head an encouraging increase. In the session of 1901–2 there were 195 courses, 15,467 entries of students, and 2,257 certificates awarded. The donations from public bodies since the foundation of the society in 1876 to the present date amount to £18,683.

BOARD OF EDUCATION.

THE Report of the Board of Education for 1901–2 occupies a small volume of 125 pages, price 6d.; last year's Report was in three volumes, costing 5s. 8d. This is mainly a change in form—the matter which appeared in Vols. II. and III. of last year being now relegated to separate publications. We will confine ourselves at present to those portions of the Report which deal with secondary education.

After framing the Register, the Consultative Committee was occupied wholly in considering what bodies should be recognized as inspectional agencies under the Board. The three examining bodies—the Oxford Local Delegacy, the Cambridge Local Syndicate, and the Joint Board—all applied for recognition, but it was wisely determined that the Universities themselves, and not their agencies, should be recognized. As the Victoria University does now, Oxford and Cambridge will in future inspect schools in conjunction with a Board inspector for the administrative side.

The amount expended on the inspection of schools other than elementary was roughly £42,000, against £40,000 of the previous year. In the last half of 1901 (the latest date given) 24 schools were inspected, 13 of them on the application of the County Authorities aiding the schools, 8 were private schools, 2 proprietary, and 1 an endowed school. Special attention has been directed in these inspections to the teaching of modern languages and the encouragement of newer methods. In the smaller schools the Board recommend that Latin be begun later, and then be made an alternative to French or German.

THOUGH it does not properly fall under this column, we may be allowed, if only for the sake of comparison, to notice the Report on Secondary Education (Scotland) for the year 1902. Scotland has solved the problem at which we in England are still painfully labouring; it has a Board of Education in reality as well as in name; it has no religious difficulty; it has correlated primary and secondary education. No wonder that Mr. Balfour, when speaking at Manchester, cast a longing, lingering look behind at his native Whittinghame.

SCOTLAND has no College of Preceptors, no rival Universities, carrying on a cutting trade in local certificates. There is one Government certificate, graduated as Higher, Lower, and Intermediate, and for this every year an increasing number of candidates are presented—18,212 this year, against 17,405 last year. A new departure is the introduction of oral tests. As this is the first year during which the new regulations have been in force, the provision, as Sir Henry Craik tells us, has not been enforced too strictly, but, in the future, no school can hope to win certificates for its pupils in which the pronunciation of French and German is neglected. On the subject of Modern Language teaching there is a separate report by the Assistant Director of Higher Inspection and of the Leaving Certificate Examination, Mr. G. Macdonald. This alone is well worth the 8½d. charged for the Report, let alone the instructive remarks of the various examiners. How soon may we hope for a corresponding report from South Kensington?

A SEPARATE Blue Book shows the amounts of aid grant paid for the financial year ending March 31, 1902, under the Voluntary Schools Act of 1897. The grand total is £618,232. Of this, Church of England schools absorb £462,438, or roughly three-fourths, and Roman Catholic schools £72,094. Unassociated schools are awarded £417, which works out at about 5d. a pupil.

THE Report for 1901 on Museums, Colleges, and Institutions under the Board of Education has no features of special interest. The attendances of readers at the Victoria and Albert Museum Library has declined from 24,000 in 1899 to under 17,000. Under "Metallurgy" the following entry is significant:—"The number of students attending during the first term was 52; during the second term 21.

THE President of the Board of Education has reappointed as members of the Consultative Committee established under the provisions of the Board of Education Act, 1899, the following gentlemen, whose terms of office expired on September 30:—The Right Hon. Sir William Hart Dyke, Bart., M.P.; Ernest Gray, Esq., M.P.; Arthur Charles Humphreys-Owen, Esq., M.P.; the Hon. and Rev. Edward Lyttelton: the Venerable Ernest Grey Sandford, Archdeacon of Exeter; and the Rev. David James Waller, D.D.; and has appointed Thomas Herbert Warren, Esq., President of Magdalen College, Oxford, as a member of the Committee, in place of Sir William Reynell Anson, Bart., M.P., resigned.

THE MARQUIS OF LONDONDERRY, K.G., President of the Board of Education, has appointed Mr. W. R. Davies as his Private Secretary.

SIR WILLIAM R. ANSON, Bart., M.P., Parliamentary Secretary to

(Continued on page 726.)

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the Board of Education, has appointed Mr. William Loring as his Private Secretary.

THE President of the Board of Education has appointed the following gentlemen to be Junior Inspectors:—Mr. H. E. Boothroyd, demonstrator and tutor at Cambridge University; Mr. C. Boutflower, science and mathematical master at Fettes College, Edinburgh; Mr. E. H. H. Bruce, temporary Inspector under the Board; Mr. E. H. Carter, County Council lecturer; Mr. H. T. Holmes, chemistry master at Merchant Taylors' School; Mr. A. T. Kerslake, chemistry master at Bradford Grammar School; Mr. G. McFarlane, master at Dulwich College.

ASSOCIATION OF THE HEAD MASTERS OF THE ENDOWED SCHOOLS IN THE MIDLAND COUNTIES.

A MEETING of this Association was held at King Edward's High School, Birmingham, on October 4. In the absence of the President, Mr. Hichens (Wolverhampton) was voted to the Chair, and there were also present Messrs. Barford (Tamworth), Cole (Kinver), Gibbins (Kidderminster), Gilbert (Coventry), Fenn (Coleshill), Dawes (Bridgnorth), Hastings (Ludlow), Lloyd (Ashby), Fulford (Atherstone), Moss (Shrewsbury), Mansell (Chesterfield), Hillard (Worcester), Ohm (Wem), Robinson (Burton), Pyne (Warwick), Bompas Smith (Walsall), Tollit (Derby), Waters (Nuneaton), and Deakins (Stourbridge), Hon. Sec. The names of eight new members were announced. The Secretary read letters from (a) the Teachers' Registration Council, stating that the Council "is glad to be informed of any difficulties which have been found to occur in connexion with the practical working of the regulations for registration, but that the Council cannot alter the regulations"; (b) the Board of Education, stating that there is no probability of the regulations for the registration of teachers being altered by the removal of the qualifications obtained from the Royal College of Science and the Central Technical College, London; (c) the Secretary to the Senate of the University of London, referring to the position of Latin in the Matriculation Examination Syllabus; and (d) the Organizing Secretary for Technical Education in Warwickshire, stating that most of the alterations suggested by the Association would probably be adopted. The members then considered the scheme suggested by the Principal and Committee of the University of Birmingham concerning the proposed Joint School Leaving Examination to be accepted in lieu of matriculation. The following resolution was moved by the Rev. Prebendary H. W. Moss, seconded by Mr. Bompas Smith, and carried *nem. con.*:—"That this meeting appreciates the desirability of all Universities and professional bodies recognizing in their examinations the possession of certain certificates given, as the result of school examinations, by a University or other responsible body." Mr. Bompas Smith moved, and the Rev. C. R. Gilbert seconded, a resolution expressing approval of Clause 3 in the scheme, which stated that the examiners should be in close communication with the teachers. This was carried unanimously. With regard to Clause 4, which suggested that the answers of candidates should first be marked by the teachers, several members thought that such marking would not be accepted by professional bodies, even if it were subsequently checked by external examiners. The new regulations of the Board of Education for secondary schools were then considered, and Messrs. D. E. Jones and A. Harris, inspectors for secondary schools, took part in the discussion. Mr. Hillard opened the subject. He welcomed the recent changes in the A scheme, and especially the substitution of inspection for examination. He stated that from £5 to £8 per pupil might well be earned under the A scheme. Mr. Bompas Smith made some remarks about the B scheme. Mr. Jones said that he could not answer questions, because inspectors had no power to interpret the regulations. He, however, suggested the question of promotions as one which some head masters had found troublesome. The Board of Education requires classes to be promoted as a whole each year. The Board has laid it down that a clever boy cannot be promoted before the end of each year, and a boy who at the middle of the year entered a school worked under the B scheme could neither be claimed upon, nor could his attendances be carried forward to the next year, although this could be done under the A scheme. Mr. Jones remarked that, although these regulations were not in accordance with the practice observed in many secondary schools in England, yet in Germany from 90 to 98 per cent. of the pupils in each class were promoted each year, and this custom had really been forced on the German Government by the schools. Mr. Hillard said that he found that, as a result of adopting the A scheme, almost all new boys came in one term. The members were asked whether any of them refused to take pupils except at the beginning of the school year; but no head master answered that he did so. Mr. Jones said that he only knew of one school coming under the A scheme without providing manual instruction, and in that case due provision for manual instruction had been made almost immediately. The Chairman thanked Mr. Jones for his attendance, and the meeting ended.

Mr. Edward Arnold's List.

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THE BILL.

DURING the past month the tide of popular opposition to
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the country has risen to an unexpected height, and at one time
threatened to swamp it; but there are already signs that the
assault from outside has spent its force, and inside Parliament
the Unionist phalanx that backs the Bill through thick and thin
is virtually unshaken.

The Government concessions which Mr. Chamberlain pre-
figured at the Birmingham caucus have not, so far, amounted to
much; but nothing has happened to make us regard them as
eau bénite de cour. All the changes made in Section 7 have been
in the right direction, and Mr. Balfour has given a distinct
pledge to adopt such further amendments as shall place beyond
dispute the supremacy of the Local Authority as regards all
secular instruction.

The *Westminster Gazette* has from the very first condemned
the Bill as vicious in principle, and therefore incapable of being
transformed into a good measure by any amount of tinkering;
but it has urged its objections with such fairness and so moder-
ately that we are anxious to rebut one charge that touches us
nearly. The few Liberals, so we are told, who approve the Bill
on the ground that it may afterwards be converted into a truly
democratic measure, and that the denominationalists are un-
wittingly bartering their birthright for a mess of pottage—such
forestallers of the future are branded as immoral schemers, and
their policy is denounced as Machiavelian. We are well
content to stand in the same pillory as Sir Oliver Lodge, Prin-
cipal Hopkinson, Canon Barnett, and Dr. Waller; but we need
not shelter ourselves behind these distinguished names. There
is no insidious danger against the Church, or even against
dogmatic teaching, in the policy that we advocate. Our con-
tention is that the schools of the nation should be national.
This may seem an empty platitude; but if it be true, as the
Church party contend, that the majority of the ratepayers are
Churchmen, it will inevitably follow that the religious instruction
in schools controlled by representatives of the ratepayers will
be such as the Church desires. If, as we are assured, the
average British parent desires dogma for his children, dogma
he will have; if, as we believe, he prefers the unsectarian
Christian teaching that the Board school now supplies, this, too,
in time he will obtain—though, in a few parishes, where the parson
is an extreme Anglican and at the same time a skilled diplo-
matist (a rare combination), he may have to wait. The principle
of popular control is admitted, and we are not greatly concerned

that at starting the private managers should be in a majority. As Canon Barnett observes, it will be easy in the future to take out what seems rotten in the superstructure now raised by the State. It is the Church that will suffer in the long run by clinging to its prescriptive rights and suggesting that "established" and "national" are no longer synonyms.

The key of the position is the appointment of teachers, and so long as this power is reserved to the managers it is futile to maintain that the control of secondary education is wholly in the hands of the ratepayers. As are the teachers such is the school, and there is no blinking the fact that the imposition of any religious test will limit the choice of candidates, and so far impair the efficiency of the school.

The case is on all fours with that of clerical head masters in our public schools. Hardly ever could a revising board have vetoed such appointments on the ground of professional incapacity; yet again and again it was notorious that far better qualified lay candidates had been passed over, and nothing but some public scandal or the dwindling numbers of the school could drive the incompetent cleric from his post. Let us rather, with Canon Barnett and the Bishop of Hereford, frankly allow that this is a blot on the Bill—a necessary concession it may be—and trust that time will remove it.

In conclusion, we would recall once more the fundamental principle of the Bill, the solid rock that neither the winds of doctrine nor waves of party can shake. This has never been better stated than by Sir John Gorst in his *Nineteenth Century* article:—

Local self-government can never be strong enough and independent enough to resist the encroachments of a central bureaucracy, and can never administer the money of the ratepayers with due regard to efficiency and economy, until there is one single body representing the ratepayers which has the sole control of local finance. Bodies elected for specific purposes, and dipping their hands at will into the local purse, without knowledge of or regard for the general economic interests of their district, whether School Boards or Boards of Guardians, are an anachronism which modern wisdom has condemned as destructive of self-government, and which modern legislation will sooner or later sweep away.

This was in fact the declaration of John Stuart Mill laid down as almost axiomatic in his "Representative Government": "In each local circumscription there should be but one elected body for all local business, not different bodies for different parts of it."

THE TEACHING OF GEOMETRY.*

By W. J. DOBBS, M.A.

I DO not wish to begin by abusing Euclid and all his works. In spite of all adverse criticisms, and although the fundamental Proposition 4 is now said to be a "tissue of nonsense," I must confess to much affection and admiration for that monumental work which has for two thousand years, unchallenged, formed the basis for geometrical teaching. But Euclid is not at the present day suitable, even if it ever was, as an *elementary* course, for many reasons, not the least of which is that Euclid approached arithmetic through geometry, while nowadays, by common consent, arithmetic is invariably taught first.

Until recently efforts to improve geometrical teaching in this country were based on the principle that Euclid's *sequence* should on no account be altered; and I, for one, consider that this explains the small amount of success attained. The chief reason for insisting upon Euclid's sequence seems to have been the expediency of retaining an established *order* for examination purposes; but this advantage has surely been very much over-estimated, since there is no such established order in other branches of mathematical science. At the present time, with the powerful help of the British Association and Prof. Perry, several of the examining bodies have given way, and no longer insist upon any recognized sequence; so we may now feel ourselves free men and look with confidence for some genuine progress.

The Mathematical Association, formerly the Association for the Improvement of Geometrical Teaching, recently appointed

* A paper read before the Incorporated Association of Assistant Masters in Secondary Schools, September 12, 1902.

an influential committee to consider the improvement of mathematical teaching generally, and their preliminary suggestions as regards geometry have already been published, and, I suppose, are tolerably familiar to some of us here to-day. Our own Association has also appointed a small sub-committee, and the suggestions which I have to make are in some degree based upon the recommendations we have drawn up.

Many consider that the teaching of pure geometry should be preceded by a *preliminary course* of experimental work, consisting mainly of careful drawing and measurement. I have much faith in the experimental work, but my own view is that such preparatory course should *accompany* rather than precede the formal demonstrations. Let the subject-matter be arranged beforehand in certain well defined *groups* of geometrical truths. Then let the consideration of *each group* be preceded by the experimental work, so that the pupil is led to discover the geometrical truths for himself, and, before going on to the next group, let him master a formal proof. In this way the inductive and deductive methods go hand in hand, and sufficient interest is aroused to stimulate the pupil to overcome the difficulties of formal demonstration.

It will be seen that these considerations to a great extent determine whether any suggested sequence is *suitable* or not. At any rate, for such a method of treatment, Euclid's sequence is certainly not appropriate; for at many points it is unnatural and does not follow the order of discovery. I would not bind a teacher down to any set order. To a certain extent the sequence may be altered according to the special requirements of the class. It is desirable that it should be correlated with the requirements of science teaching.

The recommendation of the Mathematical Association Committee that "the course of constructions should be regarded as quite distinct from the course of theorems" probably meets with the hearty approval of most teachers. The constructions constitute practical applications and illustrations of the theorems, and should be accompanied by very careful drawing, so as to approach as nearly as possible the ideal figure to which, of course, a drawing can only approximate. The constructions used should always be those best adapted to actual practice, and any geometrical truths with which the pupil is familiar may be made the basis of the construction adopted.

To quote from the preface to Prof. Henrici's "Elementary Geometry, Congruent Figures," a book which should be in the hands of every teacher:

Geometrical drawing ought to be combined systematically with the teaching of geometry. This is scarcely possible in connexion with Euclid, and a student who wishes to make practical use of geometry has to make a separate study of geometrical drawing, whether or not he has already studied and mastered Euclid. Geometrical drawing belongs, in fact, to a branch of geometry of which Euclid knew nothing and where Euclid's propositions are of little use.

With regard to the methods of proof to be adopted, the Mathematical Sub-Committee have drawn up the following recommendations:—

- "1. That the use of hypothetical constructions be allowed.
- "2. That geometrical magnitudes be treated as measurable quantities.
- "3. That logical axioms be not formulated, but that geometrical axioms and definitions be introduced as required.
- "4. That proofs going directly to first principles be preferred to those based on a succession of propositions.
- "5. That methods of superposition, wherever possible, be preferred for proof of congruence."

I propose to sketch, as briefly as possible, a course of elementary plane geometry based on the foregoing suggestions.

I. PRIMARY CONCEPTIONS.

The fundamental ideas of geometry are drawn from experience obtained by inspection of solids in space. Abstract all material from a solid, and we have the notion of a geometrical solid which has shape and size and may occupy different positions. By considering the boundaries of a solid, we introduce the idea of a surface; the boundaries of a surface give us lines; and from the intersections of lines we have points. By considering the motion of a solid we have a point generating a line, a line a surface, and a surface a solid. May I remark here that I think *considerable use should be made throughout of the idea of motion?*

II. THE RAY AND THE PLANE.

We now come to the consideration of the straight line (or ray) and the plane. It would be a distinct advantage to have one generally accepted word to denote a straight line, and I should like to see the term "ray" in general use.

It is difficult, if not impossible, to give satisfactory definitions of the ray and the plane. That property which is made the basis of further investigation is, of course, the important thing, and in the case of the ray Euclid gives this in an axiom. His definition of the plane seems at first sight to be more satisfactory; but on closer examination it is seen to involve an axiom. If we consider a fixed ray and a fixed point, P , outside, and imagine a second point, Q , to travel along the ray, then that movable ray which contains the two points P and Q will generate a surface, and we must assume that every other ray which passes through any two points in this surface lies altogether in it.

Even this is not sufficient to fully define the plane, which is only completely determined when we have introduced Euclid's Axiom 12 or its equivalent. This is necessary in order to separate the plane from other surfaces comprising lines which, though not straight, are such that each is fully determined by two points.

Personally I am inclined to keep practically to Euclid's definitions, illustrating the ray by a stretched cord and the plane by the usual test of contact with a straight edge, and I would adopt the following axioms, which I think will be found simple, easily explained and illustrated, and readily granted:—

1. Two points determine a ray, which is of indefinite extension each way.
2. Three points not situated in the same ray determine a plane, which is also of indefinite extension.
3. One plane may slide upon another without turning, or turn upon another without sliding. In this way any ray in the one plane may be made to take up the position of any ray in the other plane.
4. A plane may be turned about any ray in it until it comes into its original position with sides reversed.

Notice that the first statement involves the proposition that rays are congruent, and suggests the possibility of one ray sliding along another in a plane, while the notion of straightness indicates that such sliding is not accompanied by turning. The second statement involves the proposition that planes are congruent. In the third the motion of translation is obtained by keeping a ray in one plane in contact with a ray in the other, while the motion of rotation is obtained by keeping a point in one plane in contact with a point in the other.

III. ANGLES.

I will use Prof. Henrici's term "half-ray" to denote a ray terminated at one point. The idea of an angle is obtained by considering one plane to turn upon another, keeping one point O fixed; then any half-ray drawn from O in the moving plane generates an angle. We have at once the angle of continuation and the angle of rotation. By superposition we see that all angles of continuation are equal, and, by folding, that an angle of rotation consists of two angles of continuation. The method of folding serves to introduce the bisector of an angle. Half of an angle of continuation gives us a right angle, and a hypothetical division into 90 equal parts gives a degree.

The experimental work at this stage may involve the use of the protractor, and will serve to introduce the notions of acute and obtuse angles, supplementary angles, complementary angles. May I take this opportunity of recommending to teachers the little book entitled "A First Geometry Book," by Messrs. Hamilton and Kettle? It will serve to suggest many excellent exercises and practical experiments for the young student.

There will now be no difficulty in mastering formal proofs of the following propositions:—

1. If two adjacent angles are supplementary, then their extreme limits are in opposite directions along the same ray.
2. One, and only one, ray can be drawn through a given point at right angles to a given ray.
3. Vertically opposite angles are equal.
4. The bisectors of adjacent supplementary angles are at right angles.
5. The external angle of a triangle is equal to the sum of the interior non-adjacent angles, and hence the sum of the interior

angles is 180° . (Proved by rotations about the angular points as three different centres.)

6. The sum of the external angles of a polygon = 360° .

IV. THE SYMMETRICAL TRIANGLE.

It will now be easy to lead up to the following propositions, which should all be formally proved by the method of folding over about the axis of symmetry:—

1. Every point on the perpendicular bisector of a ray-segment is equidistant from the extremities of the segment.
2. If two sides of a triangle are equal, the bisector of the contained angle is an axis of symmetry; so that the base angles are equal and the perpendicular bisector of the base passes through the vertex.
3. If the base angles of a triangle are equal, the perpendicular bisector of the base is an axis of symmetry; so that the two sides are equal.

In this connexion it is easy to prove that—

4. If two right-angled triangles have the hypotenuse and a side of the one equal respectively to the hypotenuse and a side of the other, then they are congruent.

Also—

5. Every point on the bisector of an angle is equidistant from the bounding rays, and conversely.

At the same time we can prove that—

6. The perpendicular bisectors of the sides of a triangle meet in a point which is the only point equidistant from the vertices.
7. The four bisectors of the angles of a triangle meet three by three in four points which are the only points equidistant from the sides.

V. CONGRUENCE OF TRIANGLES.

The propositions under this head are—

1. If two angles of one triangle are respectively equal to two angles of another, then their third angles are equal; and, if, in addition, a side of one is equal to the corresponding side of the other, then (by superposition) the triangles are congruent.
2. If two sides and the included angle of one triangle are respectively equal to two sides and the included angle of another, then (by superposition) the triangles are congruent.
3. If the three sides of one triangle are respectively equal to the three sides of another, then the triangles are congruent. This is proved by placing the two triangles ABC and $A'BC$ in opposition, and noting that B and C are each situated in the perpendicular bisector of AA' . Hence BC is an axis of symmetry.

4. The ambiguous case.

In this group we may introduce the propositions—

5. In every triangle the greater side is opposite the greater angle, and conversely.
6. Any two sides of a triangle are together greater than the third side.
7. Given the lengths of two sides of a triangle, the greater the vertical angle the greater the base, and conversely. (Proof as in Nixon's "Euclid Revised.")

VI. PARALLEL RAYS.

Let us take for our definition—Two rays are said to be parallel when, being in the same plane, one can be brought into coincidence with the other by a motion of sliding without turning.

The practical illustration is obvious, and we have at once for any transversal, treated as a ray along which sliding may take place—

Corresponding angles are equal.

Alternate angles are equal.

Interior or exterior angles on the same side are supplementary.

The converses are equally obvious, and it is easy to prove that parallel rays do not intersect, and that rays which are parallel to the same ray are parallel to one another.

At the same time we require Euclid's Axiom 12, or its equivalent—If corresponding angles are not equal, the rays intersect. In effect it amounts to this—Any ray in the plane of a system of parallels meets all or none, and may be treated as the ray along which sliding takes place.

The properties of parallelograms will now be considered, and among them should be included the properties that diagonals bisect each other at O (say), and that every ray-segment through O terminated by the sides is bisected at O .

In the particular case of the *rhombus*, defined as a parallelogram with two adjacent sides equal, the diagonals are at right angles, and conversely.

In the particular case of a *rectangle*, defined as a parallelogram with one of its angles a right angle, the diagonals are equal, and conversely.

A square is a rectangle and at the same time a rhombus.

VII. THE CIRCLE.

If a ray-segment revolves in a plane about one extremity, the other extremity describes a circle. The geometrical properties of the circle are most readily obtained from the two principles—

1. Every diameter is an axis of symmetry.
2. By rotation about its centre a circle may be made to generate itself.

From the first principle we see that the middle point of a chord lies on the perpendicular diameter, and conversely. By sliding a ray along its perpendicular diameter until the two points of intersection coincide, we introduce the notion of tangency, and see that the tangent is perpendicular to the radius through the point of contact, and that there exists one, and only one, tangent at any point.

In the case of two circles the ray containing the two centres is an axis of symmetry, and therefore bisects at right angles the common chord when such exists. By sliding one of the circles along the centre ray we at once arrive at the contact of two circles.

From the second principle we see that equal arcs subtend equal angles at the centre, and conversely; also, equal arcs are cut off by equal chords. Again, after proving independently that equal chords subtend equal angles at the centre, and that the greater the chord the greater the subtended angle, and conversely, we can use the principle to show that equal chords cut off equal arcs and are equally distant from the centre, and the greater the chord the nearer it is to the centre, and conversely.

The angle properties of the circumference of a circle may be treated somewhat as in Euclid's "Elements," but more briefly, the use of angles greater than 180° being allowed, and the angle between tangent and chord being obtained by making the extremities of one side of a cyclic quadrilateral coincide.

VIII. SIMILAR TRIANGLES.

We now come to the consideration of similar triangles. This should be preceded by practical measurement of lengths of lines, by the construction of scales, by drawing the same figure to different scales, and by an algebraic treatment of ratio and proportion.

In the formal treatment of the subject, let us first prove that: If any number of parallel transversals intercept equal segments along a ray, then the same transversals also intercept equal segments along any other ray in their plane.

This leads to the following principle:—If one side AB of a triangle ABC is produced to B_1 , so that AB_1 is m times its original length, where m is not necessarily integral, and if B_1C_1 , parallel to BC , meets the production of AC in C_1 , then AC_1 is also m times AC .

At the outset special values should be given to the numerical quantity m , at first integral, then mixed. The fractional part may be a vulgar fraction or a decimal; but it is desirable that the student should be especially exercised in decimals. A formal general proof may afterwards be given, and presents no difficulty.

The different cases of similar triangles may now be taken, the method of superposition being preferred wherever possible.

In this connexion we may consider the intersections with the base of a triangle of the bisectors of the vertical angle, and the locus of a point whose distances from two fixed points are in a constant ratio.

At this stage, also, it would be an advantage to define the *sine*, *cosine*, and *tangent* of an acute angle, with practical examples of determining their approximate values by construction and measurement, and the solution of easy questions on heights and distances, using four-figure mathematical tables.

IX. AREAS.

The treatment of areas should be preceded by practical measurement of areas of figures drawn upon squared paper.

The formal treatment of the subject commences by establishing that—

Two rectangles with two adjacent sides of the one respectively equal to two adjacent sides of the other are congruent (by superposition).

Then we prove that—

If we multiply the breadth of a rectangle by any number, not necessarily integral, then its area is multiplied by the same number.

A double application of this principle enables us to compare the areas of any two rectangles, and at the same time furnishes the clearest graphical illustration of the commutative law in algebra.

Defining the unit of area as the area of a square whose side is the unit of length, we have the ordinary measure of a rectangular area. At the same time, observe that the units of length adopted for the two dimensions might be chosen independently, and then the unit of area would not be a square.

May I say here that I would take the subject-matter of Euclid's second book simply as illustrations of the distributive law in algebra and of the fundamental algebraic formulæ, the figures being drawn without using the diagonal?

From the mensuration of a rectangular area we readily proceed to the consideration of the areas, as measurable quantities, of a parallelogram, a triangle, and a trapezium.

Then we can prove that the areas of similar triangles are as the squares of corresponding sides. Thus, if the base of one triangle is m times that of a similar triangle, where m is not necessarily integral, then each side of the first is m times the corresponding side of the second, the altitude of the first is also m times the corresponding altitude of the second, and the area of the first m^2 times the area of the second. The same result may, of course, be obtained from the formula for the area of a triangle in terms of two sides and the sine of the included angle.

In this connexion we may establish the rectangle properties of segments of a chord of a circle and the square on a tangent segment, also Ptolemy's Theorem, &c.

X. THEOREM OF PYTHAGORAS.

Let the small letters a, b, c denote the measures of the sides of the triangle ABC , right-angled at A , and let the perpendicular from A upon BC divide the hypotenuse into two segments of lengths x and y , so that $x+y=a$. Then the fractions $\frac{c}{a}$ and $\frac{x}{c}$ are equal, since each is the cosine of the angle B .

$$\therefore \frac{c}{a} = \frac{x}{c} \quad \therefore c^2 = ax.$$

Similarly, $b^2 = ay$;

$$\therefore b^2 + c^2 = a(x+y) = a^2.$$

$$\therefore \text{sq. on } CA + \text{sq. on } AB = \text{sq. on } BC.$$

The other two theorems, which, in effect, give the cosine of an angle of a triangle in terms of the sides, and at the same time establish the converse of the above, can be readily deduced algebraically.

XI. SIMILAR FIGURES.

Similar figures are best treated by developing one figure from another by means of a centre of similarity. We may then suppose that one is moved away into another position. It will be seen that corresponding angles are equal, and that the ratio of any ray-segment in one figure to the corresponding ray-segment in the other is the same for all such pairs, and may therefore be denoted by a single algebraic symbol, m . The area of any portion of one figure is then seen to be m^2 times that of the corresponding portion of the other by extending a theorem already proved.

From rectilinear figures we proceed to curved figures in the usual way, and it is then seen, by placing two circles concentric, that all circles are similar figures. This proves that the ratio of the circumference to the diameter is constant, and introduces the symbol π . At the same time we see that the areas of circles are proportional to the squares of their radii.

This seems to be a suitable place to consider the radian measure of angles. We may prove that—

1. Angles at the centre of a circle are proportional to the subtending arcs.
2. π radians = 180° degrees.
3. θ radians at the centre of a circle subtends an arc equal to θ times the radius.

XII. REGULAR POLYGONS.

Assuming that the circumference of a circle may be conceived to be divided into any whole number n of equal arcs, the points of division are the angular points of a polygon of n sides. The chords that intercept the equal arcs are all equal, and the angles of the polygon are all equal, since each stands on an arc consisting of $(n-2)$ of the equal arcs. This proves the existence of regular polygons.

If tangents are supposed drawn to the circle at the angular points, the n triangles outside the inscribed polygon are seen to be congruent, and hence the circumscribed polygon is proved to be regular.

Again, assuming the existence of a regular polygon, it is easy to prove the existence of its circumscribed and inscribed circles.

The properties of regular polygons for special values of n may be discussed in detail, but the subject-matter of Euclid's Book IV. should be treated mainly as exercises in geometrical drawing.

The area of a regular polygon of any number of sides described about a circle of radius r is $\frac{1}{2}rp$, where the perimeter of the polygon is of length p . Proceeding to the limit, when the number of sides is indefinitely increased, we have the formula πr^2 for the area of a circle.

This scheme is, of necessity, a mere outline, and I am fully conscious that I have passed over many important details; but I have endeavoured, in the short time at my disposal, to place before you a course which I think would be much better suited to the requirements of secondary education than the usual study of Euclid. It would do away with some of that deplorable waste of time which usually takes place between the ages of ten and sixteen, and I venture to think that, while contributing to the more rapid acquisition of geometrical knowledge, the methods will not be found lacking in exact demonstration.

It will be noticed that I have omitted all consideration of incommensurable quantities. This is in agreement with the views of most teachers. In his experience of practical measurements a pupil readily discovers that it is exceptional for a magnitude to be commensurable with the unit adopted; but this presents no practical difficulty, the magnitudes being replaced by commensurable approximations of sufficient accuracy.

In conclusion, let me quote from the preface of Prof. Holgate's "Elementary Geometry": "Do not be too strenuous at first about a formal demonstration. Emphasize the geometric truth presented. Fix as your ideal an elegant, faultless proof, and gradually work up to it."

MODERN LANGUAGE TEACHING.

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State super antiquas vias et videte si quid sit melius.

THIS is the age of fads, as of other cheap things: and nowhere does the fad reign with more assured sway than among theorists on the teaching of modern languages. According to some, languages should be taught with pictures, not books; according to others, by mimicry. Yet we are not wholly ape. Some have held that to read rapidly, even without understanding, is the way of perfection; others that to look up, write down, and learn each new word is better. I have often been told that a foreign language can only be learned abroad. I have seen it stated that a modern language may be learned in an incredibly short time by translating extracts from that language into English and retranslating them. Such systems as these have had their day. The "new" or "phonetic" or "reform" method now holds the field—the new method, that is, until some newer invention comes to allure our changeful love.

Far be it from me to deny the virtue of any of these methods. On the contrary, my desire is to assert the virtue of each and all of them. But I do object to see a finger-post set up pointing to one or the other, saying: "This way, and no other, virtue lies." For instance, it is a pleasing thing for a child to see a handsome picture of a leaping dog, and most amusing for him to learn to say when he sees it: "Le chien saute." But for a full-grown man or woman—even for a schoolboy or girl beyond the kindergarten age—it seems to me rather an insult to suppose that pictures—or, if not pictures, signs, gestures, motion to

or from a door or desk—are required to arouse the brain-power needful for the study of a language. Nor does the process which must perforce go on in the mind of a reasoning creature—*le chien saute*—"the dog jumps"; \therefore "the dog jumps" = *le chien saute*—appeal to me as a speedy one.

The fact is that each fad denotes a rebound against some abuse. The object-method owes its vogue to the parrot plan of learning question and answer by rote current some fifty years ago; the anti-grammar rage bespeaks an undue fancy for moods and tenses in the past; the English teacher of modern languages has to thank a too familiar incompetent foreigner. The history of each may be traced; each has its place. The mistake has been that the place secured is often too large.

Before laying down the law as to how modern languages should be taught, it is to the point to inquire to what end are they being learned. If a *plébiscite* could be taken on this point among parents whose children are at school, the answer would, I believe, be, in the majority of cases: "Because they are so useful"—possibly, in the case of girls: "Because all girls do." It may be that in former days, when French was the recognized means of intercourse throughout Europe (as Latin had been at an earlier date), to know French was useful, even necessary. It is obvious that for the scientist or advanced student in any subject it is useful—even necessary—to be able to read German. It is true that there are a certain number of posts in the commercial world which can only be filled by young men or women who can read and write letters in a foreign language; others in which a foreign language must be spoken. It is beyond dispute that to any one wishing to become a teacher of languages it is useful—even necessary—to know those languages. But for the ordinary boy or girl—above all, perhaps, for the ordinary girl—who does not look to any such career, how are they useful? For travel? For talk? When it is remembered that our own language will now take us to and through all parts of the civilized world, and that only the most exceptional foreigner will converse with us in any other, it must, I think, be granted that the idea that modern languages are "useful" falls to the ground.

If, then, this study is not pursued for profit, the end must be sought elsewhere—in practice or in pleasure; that is to say, we teach modern languages in order to train the child's mind or as "accomplishments." Some training must, indeed, result from any study, rightly guided. More might doubtless result from this special study than is now often the case. But for the actual drill of the mind a teacher will rather choose some subject in which the reason is forced into play, or in which rigid application of clearly defined rule is a prime demand. There remains, therefore, pleasure. That is to say, modern languages are learnt in order that the knowledge of them may be a pleasure-giving possession, something which adds to the delight and richness of life. How, then, is this pleasure most surely gained?

If we say we know a modern language, we mean, or ought to mean, that we can read, write, and speak it. The order is chosen with intent, though it would be more in accord with the present-day view to put the first last and give the leading place to speaking. But, once more setting aside that small number of learners who need a language for mercantile purposes, an inquiry into the needs of the majority will show that the prime importance of learning to speak languages cannot be supported. The pleasure of speaking a language comes from being able to talk freely and without effort with the people whose own it is, and thus gaining some knowledge of their life and thought. It is a pleasure, therefore, possible only to the few, or for very short periods of time. For, of English men and women, how many are there who pass more than four weeks in the year abroad—a twelfth part, that is, of their grown-up life? Much greater is the number of those who spend a much less fraction of their time outside the British Isles. Of the time so spent but little will be devoted to talking with foreigners. Nor is it given to all quickly to break down the bar of stiffness and reserve, raised not so much by difference of language as by differences in mode of thought and habit of life, unlike environment.

On the other hand, books are always with us. To be able to read easily a foreign language gives us free access to the greatest thinkers in that language, so that we may become their familiars and gather up the store of their words and thoughts. The literature of a country makes that country known to us, not at one period only of its history, but at all periods; not in one section of its people only, but in all sections; not during short intervals of our lives only, but all our lives through. We may

seek learning or laughter at will. Our understanding cannot fail to be made fuller, nor our horizon to be widened. We find material for comparison or contrast; our island fetters fall away. Surely here is pleasure of no mean sort—and pleasure open to all who have a mind to learn and read.

It may be urged that, if this be true, the need for learning to write a language is even less than the need for speaking it. This fallacy is easily disproved. The value of such a mastery of a language as enables us to write it is threefold. In the first place, our pleasure in reading will not be complete without it, since in order fully to appreciate the style of a writer we must have a knowledge of all that goes to make up that style, of the difficulties overcome, of the process by which it is attained. I do not think this is possible unless we know so much of the grammar, construction, and particularities of a language as to be able to write it ourselves with some correctness. In the second place, this side of the study of a language it is which offers the best chance for the exercise and training of the mind; and, though training, as has been said, may not be the first object in learning, it should never be absent from the teacher's mind. And, in the third place, a good writer can very quickly become a good speaker. The converse does not hold. In passing, I would remark that I do not consider a pupil has learnt to read a language unless he can read it aloud with a correct pronunciation. A French or German poem, for instance, loses three-quarters of its beauty if the sound cannot be realized by the reader.

We must now proceed to inquire how this pleasure may best be bestowed on the pupil. Before the actual study is begun some preparation is needed. The first essential to a good understanding of a foreign language is a good understanding of our own. This is not always realized—at least it appears not. It has been my lot to examine girls from the upper forms of a variety of public schools. Among many varying faults, there is one almost invariable—only less noticeable than the inevitable bad handwriting—and that is the bad English. I might almost say the absence of handwriting and the absence of English. I imagined that this might be a special weakness among girls; but I hear on good authority that the fault is not unknown in the productions of the public-school "man."

The second essential, as it seems to me—though the ground I know is controversial—is a good understanding of Latin. I do not press the matter; but all my experience goes to show that the grasp of a language so precise, so intricate, and so concise as the language, to put it at its lowest terms, of Caesar and Virgil is the best possible preparation for the grasp of any language less precise and intricate. Its importance, at least, in studying the Romance languages can scarcely be gainsaid.

The third essential is a good general understanding. The learner must be trained to habits of observation and deduction. He must be led to observe differences between what he knows and what he is about to know, to notice for himself deviations from rule, to compare things that are like, to contrast those unlike, and to draw conclusions from what he sees. It is in this that so many girls are lamentably deficient. It will be obtained, I take it, not from the study of any one subject, but from the way in which all are studied. It can never be hoped for, if the teacher does all the work—one half of the work even; presenting the pupil with information already digested, like spoonfuls of peptonized food; leaving nothing upon which the young mind may sharpen and exercise itself.

With such an equipment—English, Latin, sense—I see no reason why the study of modern languages should be embarked upon before the age of thirteen or fourteen. Then it should be attended to in good earnest. If before that time the children have had a French or a Swiss nurse with a wholly un-Parisian accent, if they have played with pictures and phrases, if their morals have been undermined by many hours spent over "*Les Malheurs de Sophie*," they have doubtless been amused: from an educational point of view they have profited nothing. But, if they have spent long, toilsome hours in putting so many French verbs to memory which at a more mature age can be mastered in so many minutes; if lesson after lesson of valuable school-time has been spent in writing, with unnumbered faults, "*Der Vater liebt das Kind*" or "*Notre maison est plus grande que la vôtre*," or in laboriously construing extracts from "graduated readers," this, I think, is not a matter of indiffer-

ence, but of deplorable waste of time. It is not that I object to French verbs and exercises—we must work from small to great; but I object to their being begun at an age when an undue amount of time and effort must be spent on them. Lesson-time for young children should be given, I take it, to subjects (1) most needful to know, either in themselves or as a basis for other subjects; (2) most easy to learn, either because they are simple or because they are likely to interest the learner; or (3) best fitted to train the mind. I do not think that French, which is as a rule taught first, answers any of these purposes. This brings us to another question. It seems to be taken for granted—a sort of scholastic axiom—that French should be learned before German. I doubt whether we are right in this point of view. Judged by the above tests, it appears that German should come first. It affords a better training, it is more interesting, and is more needful for the study of other subjects. The argument used on the other side is that French is simpler. Simpler it is in one sense, in that there is less to learn by heart; but I question the simplicity of that little. The term can hardly be applied to French syntax.

I began by abuse of systems, and must not myself propose a system. I will only make one or two suggestions. If Latin is begun at the age of eight, French or German may be started about five years later. After two or three years a third language, in cases where a third language is learned, may be embarked upon.

When a language is first attempted a good deal of time should be set aside to it, divided in fairly equal parts between grammar, reading, and conversation. Grammar, of course, includes composition and all that leads up to composition; reading involves the teaching of literature; conversation would at first take the form of repetition of sentences, then the reproduction of stories, descriptions of well known places, objects, scenes, incidents. When the pupil is fit for real conversation the special lessons may be given up, and the foreign language used in the grammar and reading hours. In reading the teacher should always be on the watch for chances of drawing out the pupil's powers of observation, calling on him to compare constructions, words, and idioms with forms similar or dissimilar in some other known language. Class reading may be slow and careful, but the pupil should be urged to read at home, less carefully, books of which the interest will carry him over the difficulties. I have not assigned a special lesson to recitation. There is an idea prevalent that to learn by heart is old-fashioned and therefore evil. I am not of this opinion. I know of no better aid to the writing of a language than a store of good prose, or, in a less degree, verse, committed to memory. A piece of prose learnt by heart may form the subject of a grammar lesson, each word being thoroughly investigated and explained both as to its own history and in relation to other words. In the reading lesson the pupils may be urged to learn at home the more striking passages; in the talking lesson a prose extract or poem recited will enable the teacher to attend to their pronunciation, intonation, and phrasing.

The work thus begun by a competent English teacher may be completed by a short stay abroad. Six months will suffice when a good start has been made. The value of the stay will depend to a very great extent on the thoroughness of the previous training. Time and money are often wasted because the student goes abroad before he is ready to profit. Failing travel—it is not possible for all—some help from a really competent foreigner will supply the need.

I am well aware that I have said no new thing, invented no ready road to learning. This was to be looked for, since the aim of my remarks, such as they are, is to insist that the latest novelty is not always the sole article of value, and that a short cut sometimes turns out to be the longest way round. We have grown so impatient of the slow laborious processes of Nature, and are ready to snatch at machine ready-made articles, all of one pattern. It is well sometimes to remember that, if art were short, life would seem long indeed.

THE following example of "commercial" English is taken from the letter of a reputable London firm:—"Thanking you for past much esteemed favours, which we much appreciate your extreme kindness. Yours obediently," &c. The writing is neat and careful. Possibly a year or two at the now despised Latin grammar would have ensured a less faulty style.

THE POSITION OF ASSISTANT MISTRESSES IN SECONDARY SCHOOLS.

THE pages of the *Journal* have, from time to time, re-echoed the woes of the long-suffering assistant schoolmaster; they have revealed the murmurings of the Common Room, where the classical and modern sides lay aside their internecine strife and tilt against their common adversaries. I would gladly claim the indulgence of the Editor and strive to awaken the educational world to a further consideration of the position of the secondary-school mistress.

It will be granted, I think, that the position of the average secondary-school mistress is not a good one financially. Why is this? To a great extent, I am persuaded, because of the lack of common foresight and ignorance of economics of the women themselves.

In no good secondary school is a mistress appointed as an assistant on the ordinary staff without some University or professional training, and in most cases both are required. To obtain these, two, and for the better equipment four, years are required. Then the profession of teaching is entered upon, and the young teacher finds, in most cases, that her youth and inexperience are counted against her, and it is several more years before she can claim the salary of the ordinary assistant teacher.

Now let her consider her position. If she is fortunate, she is earning the wages of a skilled mechanic, but the majority of her contemporaries, in all but the big schools, are receiving the wages meted out to the unskilled. Surely there is something radically wrong in a system which can reveal such weakness in its economic aspect. A woman receives the same University education, perhaps, as her brother. *He* is eligible for the Church, the public schools, the Home and India Civil Service—I will not mention other professions; and *she* becomes a high-school mistress at a skilled mechanic's wages. Why is this the case? Many reasons, I think, account for it.

In the first place, the modern woman is the descendant of her foremothers of the dark ages, and the men, who are the ruling element in all communities, retain the traditions—often unconsciously—of the past with regard to a woman's position. It has scarcely yet been recognized that a woman might exist absolutely unsupported by family ties and resources. She is still, in most respects, the member of a family, the daughter of her father notably. Now this affects the financial position; for, acting upon these traditional principles, the teacher's salary has been fixed, not upon the understanding that it was required to support entirely a woman of liberal education and assured position, but rather one who for nine months in the year might be dependent on her own resources, but for the rest of the year would certainly have no need to consider expenses of living. Again, the salary is not calculated to leave any perceptible margin for saving, and this is the more wonderful in that a woman's teaching career is short. Certainly as an assistant she is not wanted after forty (rarely at that), and certainly never at forty-five. So that, supposing she has had a teaching career of twenty years, when she retires she must hope to live not upon her own savings, but upon her family resources. Hard is it then upon the woman who has no such resources to fall back upon.

In all this it seems that the teacher herself is not to blame. Yet I assert and have asserted that by calmly assenting to a condition of things based upon unsound economic principles the woman teacher is very much to blame. If she recognized that she was a member of a learned profession, she would not accept a salary which would serve her for pocket-money for a few years, she would not assume the attitude of one who drops into the ranks of the teaching profession *pour passer le temps* until she resigned it for marriage. Very few young teachers consider the necessities of the future. If they thought about them, they would find that their position necessarily presupposed the speedy expectation of a headship or of marriage. Otherwise an examination of their circumstances would promise penury in the future. Therefore let all private circumstances be left out of account in estimating, in a judicial spirit, the necessities of a secondary teacher, and let her take her stand upon her profession only. To continue the discussion of the financial position, it is undoubted that the secondary education market is over-stocked. Hence another reason for small salaries. It

is equally undoubted that in times past the teaching profession was the refuge of the incapable, and these incapables were a potent factor in lowering the market price of education. Is that the case now? Certainly not so much as it was, and we hope that, with an awakened public interest and an enforcement of the Registration Orders, we shall see a gradual elimination of the inefficient and the generation of a more professional spirit among women.

I cannot emphasize too much the fact that, after spending three or four years of University and professional training in addition to the school career, the secondary-school mistress does not receive back in the shape of salary the cost of a long period of preparation. Lawyers' and doctors' fees are calculated from a professional standpoint; a teacher's salary is generally just the least amount which a woman will accept at the time. It seems as if the woman teacher, or rather her parents who have borne the cost of her education, were presenting to the nation the fruit of her toil and theirs; making a sacrifice in the cause of education without expectation of return. Shall the nation show its gratitude, tardy though it may be, by bestowing old-age pensions? Shall the secondary teacher share the privileges of the Civil servant and the primary teacher? There are many Education Bills ahead.

So far I have been advocating increased salaries for women teachers. There may be many, however, who assert that women receive as much as their work is worth; there may be many more who will say that the ordinary teacher receives as much as she wants. In answer to the first detractors I would say that the teaching profession is not without effect in moulding the fate of nations; and I would add that, where women do exactly the same work as men, their remuneration is almost invariably calculated on a lower scale. Is it the women who are paid too little, or the men too much? Surely not the latter. As to the woman receiving as much as she wants, I have my objections to make. A woman possesses a great capacity as a rule for limiting her expenses to her circumstances, and women more readily adopt a narrow mode of living than men do. But who will say that a woman likes cutting down expenses, likes stopping subscriptions to libraries, clubs, and societies, takes a pleasure in passing the booksellers' with only a glance at the new books, and revels in the varied discomforts of lodgings and landladies? It is this capacity for limiting expenses which has often proved so disastrous to the women's cause. If we wanted more, we might obtain more—on the principle, perhaps, of demand and supply.

These are but random suggestions, mere gropings in the dark, but I address them to all secondary teachers, and to those in authority who, either as heads of schools or as members of school councils and committees, have it in their power to improve the position of assistant mistresses. S. E. M.

BOGUS DEGREES FROM BOGLAND.

THE following letter was forwarded to us for publication by Messrs. Paton. Comment is needless. Pigeons—or rather knaves and fools combined—there will always be, in spite of all warnings; but cannot the State of Illinois take measures to extirpate this University of rooks?

Private.

Trumera, Mountrath, Ireland.
August 23, 1902.

DEAR SIR,—I can procure the following Degrees for suitable persons, Ladies or Gentlemen, from an University, and College, both in the State of Illinois, America:—LL.D., costing £13; Ph.D., £13; D.C.L., £13; D.D., £20; M.A., £8.

These Degrees are not sold in the ordinary sense of the term, but the American authorities, like others, must live.

I can give you a commission of £1 (one Pound) on each Degree, and 2s. 6d. for postage, total £1. 2s. 6d., which you can deduct before forwarding to me.—Yours truly,

RICHD. BRERETON, Ph.D., LL.D.

Messrs. J. & J. Paton.

P.S.—Diplomas are sent direct from America.—R. B.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[*The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.*]

THE *raison d'être* of the A.M.A. is constantly proved by the revelation of fresh breaches of law and equity. Two instances have recently come to light in connexion with vacant head masterships. The Governors of "Dasham" hope to attract applicants by the offer of a capitation fee of £1, the minimum allowed by the scheme being £2. "Quis custodiet custodes?" The Head Master of Dashboro', retiring at Christmas, has informed all members of his staff that their appointment necessarily terminates with his retirement. He is possibly ignorant of the connotation of "Grantham," and has never heard of the famous "opinion" of the Commissioners that notice to leave is, under such circumstances, neither expedient nor legal. The "opinion" was set at naught by the powers at Grantham; the Charity Commissioners took no steps to convert the "opinion" into a legal decision; and it is left to the A.M.A. to apply pressure by such means as are open to a society which represents the best elements in the teaching profession.

Mr. F. S. Stevenson, whose name is now well known to assistant masters, has given notice of an important amendment to the Education Bill to this effect: that in any secondary schools hereafter established by the Local Authority the dismissal of the assistant masters shall lie with the Local Authority. On this matter assistant masters are not unanimous, for not a few argue that a corporation has no soul, and that eventually we shall get more justice from the benevolence of the individual head master; but all will be glad that public attention should be directed to the existing insecurity of tenure, and the fatal insecurity of employment. If the proposed clause fails to pass, the discussion may pave the way for some arrangement more equitable than the existing one.

Security of tenure is one of our objects, and every year we come nearer to our goal. Meanwhile it appears that a decreasing number of the rising generation consider assistant masterships worth securing. The fact is that the body of assistant masters has become self-conscious, and learnt the art of self-expression. The prospects of a teaching career are now well known; hitherto they have been unknown, and *omne ignotum pro magnifico*. On this point our hard-worked President, Mr. J. C. Holland, will probably make some effective remarks in the paper which he is to read at the Conference on Training, to be held at Cambridge on the 14th inst. His subject is "The Financial and other Economic Considerations connected with the Training of Teachers as affecting Assistant Masters." The opener of the following discussion is Mr. F. Storr. The supply of capable teachers already falls short of the daily increasing demand, and young men cannot be expected to invest money in purely professional training, if they can look forward to nothing better than the uncertain tenure of a mastership worth, on the average, say £120, and, as a maximum, say £250, with a remote chance of a head mastership.

In connexion with this it is interesting to note some remarks in the Report of the Board of Education for the year 1901-1902 under the section "Inspection of Secondary Schools": "The inspectors have afforded abundant evidence of the difficulty of maintaining small boarding schools, owing to the increased supply of day schools and the improvement in means of transit. Still more striking is the almost universal inadequacy of the school funds for the attainment of a high state of efficiency. This is manifested especially in the lack of qualifications and experience of the assistant staff and in the absence of provision for teachers on retirement or superannuation." By which method are the evils to be removed? Will the community increase the funds in order to attract teachers with better qualifications, or will teachers venture to raise their qualifications in the sure hope of inducing the public to increase the funds? Who is to make the first move?

At the meeting of the British Association in Belfast Mr. Walsh, who with Mr. Tristram represented the A.M.A., made a strong impression by his forcible statement of the case for assistant masters, and the urgent need of higher remuneration and more efficient teachers, if education in England is to make any considerable advance. "Here and there," he said, "you may secure a few enthusiasts, but missionaries are not as a rule to be found in battalions, and great is the company of good teachers that we require." One obstacle, that many overlook, lies in the loftiness of the ideals which teachers set before them. In so far as our aims are commercial, and we offer an education which pays, we may rely on substantial commercial rewards; but in so far as we take up the rôle of prophets we must be prepared to receive the prophet's reward.

Two problems in connexion with registration are engaging our earnest attention. One is that of teachers excluded from the Register through lack of those prescribed academic qualifications which constitute one of the main differences between Column A and Column B.

The Parliamentary Committee is trying to estimate the proportion of those likely to be excluded, by special inquiries in selected typical schools throughout the country. One may reasonably hope that the facts thus ascertained will have due weight with the Registration Council, and that they will be able to admit to Column B under the heading of "exceptionally qualified" those who can produce exceptional evidence of their ability to teach. The other problem arises out of the regulation which stipulates that the three years of teaching in secondary schools must be the three years immediately preceding the application for registration. As a correspondent in the monthly *Circular* for October says, "the primary question to settle in respect of any applicant is not how exactly he has spent the last three years, but whether he is a qualified secondary-school master, and he suggests that to have spent three years out of the preceding five in recognized schools would meet the case. The reasonableness and expediency of some such amendment needs no proof."

NOTES ON THE CHURCH CONGRESS.

AN encouraging feature of the proceedings of this year's Church Congress was the prominence given, at the meeting devoted to "Bible Study," to questions arising out of the "Higher Criticism." The Bishop of Salisbury, who opened the discussion, confined himself to those aspects of the matter which directly affect the devotional use of the Bible, and pointed his arguments by quoting from "Bishop Blougram's Apology" the hope expressed for the literary scribbler and sceptic turned colonist, that—"By this time he has tested his first plough, and studied his last chapter of St. John." We have here "in a nutshell," according to Dr. Wordsworth, all the answer a practical man wants to the difficulties to faith raised by the "Higher Criticism." That is to say, all the Higher Critic really needs is experience of practical life to bring him back to the devout study of the Fourth Gospel. Which is true—just as far as it goes.

How much farther the real questions at issue go in practical life was fully, courageously, and not less reverently recognized in the admirable papers of the speakers who followed—Dr. Kirkpatrick, Prebendary Gibson, and Sir Arthur Hort. Sir Arthur Hort, speaking out of his experience as a Harrow master, argued warmly and cogently in favour of increased honesty in handling these matters in the teaching of boys. "It is undeniable that a large number of able men engaged in teaching, treat Scripture-lessons in a way entirely different from that in which they treat other lessons; and the difference is best expressed by saying that in the former case they adopt an uncandid attitude. It is hard to see how such an attitude argues greater reverence to the God of Light." So thought Bacon: "How shall I render unto the God of Truth the unclean sacrifice of a lie?"

That there are plausible arguments for temporizing Sir Arthur went on to admit; but only that he might deal with them as all arguments that are plausible and nothing more deserve to be dealt with. "If it is contended that a schoolmaster has no time for studying modern interpretations, and that these are in a fluid and unsettled state, it may be replied that a man trained as a schoolmaster is, (or will be when secondary education is organized,) ought, if any one, to be competent to sift and discern." Nor is the objection that the results of criticism are too vague and inconsistent to be admitted. "In this science, as in all others, random guesses are made which cast discredit on the labours of patient and sober research; but it is precisely for that reason that we teachers are bound to show our pupils how to discriminate, even as in teaching natural science or languages we warn them against unsound hypotheses and uncritical criticism."

Other speakers carried the discussion into the field of primary education; and Dr. King fairly took the bull by the horns by waving the syllabus for the diocese of Peterborough in the face of the meeting, and declaring that he supposed it was no better and no worse than the syllabus of any other diocese, but that for his part he could not teach his pupils on that syllabus without having to give explanations that would do more harm than good. "In the present distress it would be a great help to the clergy if some competent scholars would draw up a syllabus of the Old Testament for use in National schools, so that they might know what they were expected to teach."

This point was urged again next day by the Rev. Claude Perez (formerly one of H.M. Inspectors) at the end of the discussion on "The Duty of the Church in regard to Education." He thought—and how many of us must agree with him!—that for the Church at the present moment the most urgent matter was not the polemical question of the rights of the denominations to teach their several tenets in the schools, but the arriving at some settlement of what the Church can honestly teach in regard to the authority and value of the different books of the Bible. "We cannot teach the children the Bible as we taught it some years ago. I, personally, should feel a difficulty in examining in the Bible as I used to examine in it some years ago."

In the bulky reports of the Church papers these pertinent remarks of Dr. King and Mr. Perez occupy an insignificant share of space. From

the brief reports of the daily papers they drop out altogether. But they are good seed, and should bear good fruit. If the question is further developed at the next Church Congress, it might be well for the education of the country that all headmasters should be present. The honesty of the religious teaching given in schools is, without exception, the point that goes most directly to the roots of the morality of education, and it therefore concerns religiously even those who are technically opposed to religious teaching.

CALENDAR FOR NOVEMBER.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1 (and following Saturdays).—Froebel Society Classes, St. Martin's Schools, Adelaide Place, Charing Cross. Apply to Secretary, Miss Noble.
- 1.—Return forms for Cambridge Teachers' Training Syndicate Exam.
- 1, 8, 15, 22, 29.—King's College. Saturday Morning Lectures to Teachers (free). November 1, 15, 29, Prof. Hudson's course on "The Teaching of Mathematics," at 10 a.m. November 1, 8, 22, Mr. Adamson's course on "Comenius and the Beginning of Modern Educational Theory," at 11.30 a.m. November 8, 15, Prof. Spiers's course on "The Practical Teaching of French," at 10 a.m.
- 3.—National Froebel Union. Return forms for Higher Certificate Exam.
- 3.—Return forms for Institute of Chartered Accountants' Preliminary Exam.
- 3-5.—Law Society Intermediate and Final Exams.
- 4-6.—London University LL.D. Exam.
- 5.—Dublin University (Trinity College) Entrance Exam.
- 5.—London University M.D. Exam. Return forms.
- 5.—Oxford Exams. for Women. B.Mus. and D.Mus. Exams. begin.
- 6.—University College, London. "The Rise of Naturalism, or the Romantic Movement in Poetry in the Eighteenth Century." First of a Course by the Rev. Stopford Brooke, at 8 p.m.
- 7.—Oxford Exams. for Women. Second Public Exam. Return forms and fees.
- 7, 14, 21, 28.—Lectures on "Some Problems of Social Science," by A. L. Smith, M.A., at the Westminster Town Hall, Caxton Street, S.W., at 4.30 p.m.
- 10.—Institute of Chartered Accountants. Send in forms for December Intermediate Exam.
- 11.—London School Board. Apply to Clerk, Scholarship Exams., December.
- 12.—College of Preceptors Evening Meeting.
- 13.—Oxford Exams. for Women. Return forms for First Public Exam. Holy Scripture.
- 13.—Oxford Exams. for Women. Return forms for First Public Exam.
- 15.—College of Preceptors Council Meeting.
- 15.—Ireland, Intermediate Education Board. Last day for sending in lists of Students.
- 15.—Post Prize Competitions for *The Journal of Education*.
- 18.—Institute of Chartered Accountants. Send in forms for December Final Exam.
- 18.—Corpus Christi College, Oxford, Mathematical Scholarship Exam. (about this date).
- 22.—Post School News, items for this Calendar, &c., and Advertisements for the December issue of *The Journal of Education*.
- 23.—London University B.A. Pass List published.
- 25.—Last day for sending in forms of application for Cambridge Combined College Scholarships.
- 25 (noon).—Latest time for receiving urgent prepaid school and teachers' advertisements for the December issue of *The Journal of Education*.
- 27.—Birmingham, King Edward's School Entrance Scholarship Exam.
- 27.—Oxford Exams. for Women. Return forms for Responsions.
- 28.—Froebel Society Lecture. "The Correlation of School Subjects," by Miss Emily Last. Dr. Williams's Library at 8 p.m.
- 30.—Surveyors' Institution. Return forms for Preliminary Exams.

The December issue of *The Journal of Education* will be published on Saturday, November 29, 1902.

HOLIDAY COURSES.

- NÄÄS.—November 5-December 16. Sloyd. Apply to Mr. John Cooke, 131 Percy Road, Shepherd's Bush, W.
- NANCY.—All the year round, holidays included. French. Apply to Monsieur Laurent, rue Jeanne d'Arc 30, Nancy.
- PARIS.—Christmas and Easter Holidays. French. Apply to W. G. Lipscomb, Esq., County High School, Isleworth.

UNIVERSITIES AND SCHOOLS.

KING'S COLLEGE, LONDON.

This school of the University of London reopens for the regular courses for both matriculated and non-matriculated students in the Faculties of Theology, Arts, Laws, Science, Engineering, and Medicine, on October 2; the advanced classes for post-graduates began early in September. King's College, which was the pioneer of the evening class movement in London, still retains this special feature, and under the new regulations of the University affords evening-class students the opportunity of preparing for degrees as internal students. In the Theological Faculty some adjustment of the courses has been made, so as to enable students to prepare for the B.D. degree. The following free courses for teachers on Saturdays are advertised:—"The Teaching of Mathematics," "Theory of Education," "The Teaching of French," "Practical Physics," and "The Principles of Practical Physiology."

OXFORD.

The chief event of the Vacation occurred just at the close of it, namely the great gathering to celebrate the Tercentenary of the Bodleian Library. The festival has been such a godsend to the newspapers in the slack season that a belated description three weeks after the event would be a gratuitous superfluity. I may just briefly record that there were three functions: the reception on October 7 in the Ashmolean; the honorary degrees and addresses in the Sheldonian; and the dinner in Christ Church, on October 8. The reception was a brilliant (if rather close packed) assemblage in an interesting and appropriate place: and for once, as a high dignitary remarked, the men outshone the women in the splendour of their robes. "I used to think," said a Canon blazing with the Doctor's scarlet, "that the Doctor's gown was a fine sight; but he's not in the same street with a Professor of the Sorbonne." The honorary degrees (the list will be found below) were conferred, in a theatre hardly less packed than at the Encænna, on visitors from the United States and Canada and nearly every European country. The whole number of visitors was 211, and among them were representatives of 57 Universities, including every English, Scotch, Irish, and Welsh foundation.

At the end of the Long Vacation we have usually some losses to deplore among distinguished Oxford men of former days; but this year Fate has been so far merciful that there is only one such death to record—that of Canon Rawlinson, of Canterbury, who died on October 6, aged eighty-nine. He was Professor of Ancient History at Oxford in the comparatively dark ages of the professoriate, and was less distinguished as a teacher than as editor of Herodotus and a copious writer on other subjects connected with Oriental history.

The question of optional alternative for Greek in the University entrance examination will be raised, and probably settled, in Congregation on November 11. It is understood that the opposition is being actively organized, but so far there has been no public discussion by pamphlets, letters, or fly-sheets, and very little real evidence, apart from rumours, as to how the votes will be cast. Misleading statements, like the phrase "abolition of Greek," are occasionally heard in private discussion, even in quarters which should be better informed—and this, too, in defiance of the fact that among the supporters are several who cannot be charged with indifference either to education or to Greek. But the strength of those opposed to any important change is undoubtedly great; and the power of fears, even if unreasonable, is always considerable in a question of this kind. Time will show.

The only statute at present on the agenda of the University is one which is not likely to be opposed—namely, the measure for transferring the control of the secondary training system from a Committee of the "Local" Delegacy to a special Secondary Training Delegacy. Except the one point of the change in the administering body, there is no other innovation proposed. Under the stimulus of the Draft Order in Council on Registration, the work is rapidly growing; and it is generally recognized that a special Delegacy is the proper body to administer under the changed circumstances.

The elections to Council will be over before this appears, as the day fixed is October 30. The nine retiring members are Dr. Bright, Dr. Merry, Mr. Heberden, for the Heads; Dr. Ince, Prof. Odling, Mr. Macan, for Professors; Mr. Gerrans, Mr. Matheson, Mr. Sidgwick, for Masters. It is still uncertain, at the time of writing, how many of these will be renominated and what new candidates may appear; still less can any one tell what the results will be of any contests. The only burning question that is imminent is that of Greek, and the elections will be over a fortnight before the discussion on Greek begins.

Those who are interested in the training question are looking forward to the Conference to be held at Cambridge on November 14-15, in the hope that some progress may result from the discussion of schemes, and comparison of experience, among training instructors, theorists, administrators, inspectors, and practical head masters or assistant masters who have worked to promote secondary training, or themselves have given time to the study. Training has had a hard

struggle against the prejudice or indifference not only of the Universities, but of the schools—particularly, perhaps, the oldest and most famous of the public schools. It is now beginning to emerge, and be accepted; but it is still hardly beyond the experimental stage. The decisive stimulus has been the recent Order in Council, which practically establishes training, as no aspirant to the profession will be blind enough to wreck his chances by failing to qualify for the Register. It is just at this point that a conference may be helpful, and we hope it may prove so at Cambridge. Oxford has been asked to send four representatives, and has made an excellent selection in appointing Mr. Warren (President of Magdalen), Mr. Matheson (Secretary of the Joint Board), Mr. Wells (member of the Delegacy which administers the training scheme), and Mr. Keatinge (the Lecturer and Tutor in Education), to whom is mainly due the success of the scheme at Oxford.

The appointment of Sir W. Anson to succeed (under another official title) to Sir John Gorst's vacant post has given general satisfaction in Oxford. Before his election as member he had rendered many services to University administration, and there has been for many years no better Vice-Chancellor. As an excellent man of business, a ready, conciliatory, and persuasive speaker, quick in mastering detail, and fertile in expedients, he is likely to make a most efficient representative of the Board in the House of Commons. And, if his acquaintance with the complex and thorny subject of national education may, perhaps, be somewhat recent, his Oxford work will be by no means valueless in this regard, while as member of the Consultative Committee he will have already become familiar with at least a portion of the field.

The following announcements have been made:—

Encenia for 1903 to be on Wednesday, June 24, 1903.

Appointments.—The Warden of All Souls to be Secretary of the Board of Education; the Rev. H. C. Beeching (Balliol) to be Canon of Westminster; Mr. E. Waterhouse, Hon. M.A., to be Auditor to the University. The President of Magdalen, Mr. P. E. Matheson (Fellow of New College), Mr. J. Wells (Fellow and Tutor of Wadham), Mr. M. W. Keatinge, Lecturer and Tutor in Education (Exeter), to be representatives of the University to the Cambridge Conference on the Training of Teachers in Secondary Schools for Boys.

Special Sunday evening preachers for the term: The Bishops of Oxford, Stepney, Wakefield, London, and Zanzibar, and the Head Master of Rugby.

Prof. F. P. Walton (Lincoln), B.A., Dean of the Law Faculty of McGill University, to represent the University of Oxford at the installation of Dr. E. J. James as President of the North-Western University at Evanston, Chicago.

Honorary Degrees at the Bodleian Tercentenary:—To be Hon. D.C.L.: The Hon. Andrew Dickson White, Ambassador of the United States at Berlin, of Yale University; Prof. C. S. Minot, of Harvard University; Right Hon. Lord Strathcona and Mount Royal, G.C.M.G., Chancellor of McGill University, High Commissioner for Canada; Dr. Frederick de Martens, Professor of International Law in the University of St. Petersburg, Privy Councillor, and Member of the Council of the Minister for Foreign Affairs, Member of the Hague Arbitration Tribunal; Prof. Vinogradoff.

To be Hon. D. Litt.: Conte Ugo Balzani, of the Accademia dei Lincei, Rome, and President of the Società Romana di Storia Patria; Dr. J. B. Bury, Regius Professor of Greek at Trinity College, Dublin; Dr. J. H. Canfield, Librarian of Columbia University; Mr. J. W. Clark, M.A., Registrar of the University of Cambridge; Dr. E. J. H. Jenkinson, M.A., University Librarian, Cambridge; Geheimrat Dr. von Laubmann, Director of the Munich Library; M. Omont, of the Bibliothèque Nationale, Paris, Membre de l'Institut de France; Geheim-Regierungsrat Dr. E. Sachau, of the Royal Academy, Berlin; Hofrat Dr. J. Schipper, Rector of Vienna University; Dr. S. G. de Vries, of Leyden University Library; Mr. G. F. Warner, M.A., Assistant Keeper of MSS., British Museum; Prof. A. F. West, of Princeton University.

Elections:—Mr. R. J. E. Tiddy (Scholar of University) to a Classical Fellowship at University College; Mr. W. H. Beveridge (Exhibitioner Balliol) to a Stowell Civil Law Fellowship at University College.

Special Lectures:—The Taylorian Lecture for 1902, by Mr. J. F. Kelly, November 5. Dr. M. A. Stein (Indian Educational Service) to lecture. Mr. C. S. Loch, Secretary of the London Charity Organization Society will give the Dunkin Lectures in Sociology at Manchester College (on Wednesdays at 5) on "Methods of Poor Relief and Social Improvement, in relation to Social Obligation and Economics." The Rev. J. E. Carpenter, M.A., Case Lecturer in Comparative Religion, will lecture at Manchester College (Fridays, 4-30) on "Ideas of a Future Life: Lower Forms."

CAMBRIDGE.

The event of the month has been the gift of Lord Acton's Library to the University by Mr. John Morley. No monument to the memory of the late Regius Professor of Modern History could be more worthy or more welcome; and it has been received with grateful enthusiasm in Cambridge. The great collection of "material for a history of Liberty, the emancipation

of Conscience from Power, and the gradual substitution of Freedom for Force in the government of men," will require a worthy building to contain it. Sites are not wanting, and, maybe, the means to build will also be forthcoming, though the source of these is as yet undiscovered.

The out-going Vice-Chancellor, Dr. Ward, was able to announce that His Majesty had graciously given his patronage to the University Association, whose main purpose is to further the better endowment of the University. He indicated a speedy renewal of the efforts of the Association to meet our many and urgent needs. The provision of an Acton Library building furnishes a new object for these efforts, and one which may appeal to those who are interested in the literary rather than the scientific departments of our activity.

An annual lecture has been founded at Newnham College, in memory of the late Dr. Henry Sidgwick. The first lecturer will be the Right Hon. James Bryce, and the first lecture will be given at the college on November 29, at 5 p.m., on "The Philosophic Life among the Ancients."

A Conference of representatives of the Universities and other educational bodies will be held in the Senate House on November 14 and 15 to consider the question of the training of teachers in secondary schools for boys, as affected by recent legislation. Sir Richard Jebb, Dr. Butler, Dr. Keynes, Mr. O. Browning, Mr. C. A. E. Pollock, and Dr. S. S. F. Fletcher will represent the University of Cambridge.

The Hon. C. A. Parsons, F.R.S., whose improvements in the steam turbine have gained him a high reputation as a scientific engineer, has been elected an Honorary Fellow of St. John's College, of which he was formerly a scholar. Mr. Parsons was 11th Wrangler in 1877, and rowed in the first Lady Margaret boat.

The seven hundredth meeting of the Natural Science Club was celebrated by a festival dinner on October 18 in Downing College. Many old members who now hold eminent positions in the scientific world foregathered for the occasion.

Of the freshmen entered this term, 125 have elected to study medicine. The new Medicine Schools are approaching completion, and form an imposing pile in Downing Street. The Squire Law Library is rising opposite, and the Geological and Botanical Buildings are almost ready for occupation.

The new, or rather restored and augmented, organ in St. John's College Chapel will be opened with a special service and a recital by Sir Walter Parratt, Master of the King's Musick, on November 4.

The following elections and appointments are announced:—Dr. Hobson, Christ's, and Mr. H. C. Comber, Pembroke, to be Proctors; Mr. W. J. Corbett, King's, and Mr. A. G. Peskett, Magdalene, to be Pro-Proctors; Dr. Stanton to be Assessor to the Regius Professor of Divinity, and Dr. D. MacAlister Assessor to the Regius Professor of Physic; Dr. Sweete to be Lady Margaret's Preacher; Mr. J. B. Peace, Emmanuel, to be Demonstrator of Mechanism; Mr. R. C. Punnett, Caius, to be Demonstrator of Comparative Anatomy and to be Fellow of his college; Mr. A. Berry, King's, and Mr. A. S. Ramsey, Magdalene, to be Moderators in the Mathematical Tripos; Prof. Barrett Wendell, of Harvard, to be Clark Lecturer in English Literature at Trinity College; Mr. R. P. Gregory, St. John's, to be a Demonstrator of Botany; Mr. A. E. A. W. Smyth, Mr. P. V. Bevan, Mr. O. W. Richardson, and Mr. F. J. Pollock to be Fellows of Trinity; Mr. R. Appleton, Trinity, and Mr. R. F. Scott, St. John's, to be Almoners of Christ's Hospital; Mr. J. H. Flather, Emmanuel, to be a Governor of Thetford School; Mr. D. H. S. Cranage, King's, to be Secretary for Local Lectures in the place of Dr. R. D. Roberts, now a Registrar of the University of London; the Rev. H. Lowther Clarke, St. John's, to be D.D. *honoris causa*, on his election to the Bishopric of Melbourne; Mr. A. J. Wallis, Corpus, to be a University member of the Borough Council.

WALES.

The Archbishop of Canterbury, together with a distinguished company, including the Bishops of St. David's, Llandaff, Bangor, Exeter, the Suffragan Bishop of Swansea, and the Vice-Chancellors of Oxford and Cambridge, assembled at Lampeter at the beginning of the month to celebrate the seventy-fifth anniversary of St. David's College. St. David's College, Lampeter, was founded by Bishop Burgess—whose portrait now adorns the walls of the College hall with that of Dean Llewellyn, the first Principal—in 1822, to educate and suitably prepare candidates for Holy Orders. It was at first intended to erect the college at Llanddewibrefi, where, according to tradition, St. David, the patron saint of Wales, confuted the Pelegian heresy. King George gave £1,000 to the building funds from his privy purse, the Government made a grant of £6,000, the Universities of Oxford and Cambridge, with which the college is now affiliated, gave £200 each. Through the liberality of Mr. J. S. Harford, of Falcondale, father of the present Mr. Harford, the college was secured for Lampeter instead of Llanddewibrefi, and was opened in March, 1827, though students were not admitted until the following year. In that year King George IV. granted the college its first charter, which states that the object of the institution is to educate and suitably prepare candidates for Holy Orders.

(Continued on page 740.)

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For many years the work of the college was confined to those branches of study and kindred subjects which were named in the charter of 1828, namely, theology, the Welsh, Hebrew, Latin, and Greek languages, and chemistry. But, in course of time, as the number of students increased, a strong desire was expressed for power to grant a degree as a recognition of merit to successful students. In 1852 a royal charter was granted giving power to grant the degree of B.D.; and the degree of B.A. was added under the charter of 1865. In 1880 the college was the first to be admitted to the privileges of an affiliated college to the University of Oxford, with a view to preparing students for the examinations of Oxford University. The Honours courses at St. David's College have been remodelled on the lines of the corresponding examinations at Oxford. In 1883 the college was affiliated to the University of Cambridge upon conditions analogous to those of affiliation at Oxford. Since the B.A. charter the college steadily progressed both in popularity and efficiency. The remarkable increase in the number of students which took place in the time of Principal Jayne rendered two things necessary—an increase in the teaching staff, and the provision of additional accommodation for the undergraduates. In a few years was seen the erection of the Canterbury Buildings, so called in honour of Archbishop Benson, who laid the foundation stone. In 1884 the College Board founded the College School. The first Head Master was Mr. J. Lloyd Williams, M.A., who was succeeded by the Rev. T. M. Evans, M.A.; the present Head Master being the Rev. W. Ll. Footman, M.A. In 1894 Sir John T. D. Llewelyn gave £5,000 to the college. The interest on this sum is employed in maintaining the W. D. Llewelyn Memorial Scholarship of £50 per annum at St. David's College, and the Dillwyn Llewelyn Memorial Studentships, held by graduates of St. David's College who have availed themselves of the scheme of affiliation with the Universities of Oxford and Cambridge.

The list of Principals and Vice-Principals who have been associated with the college from its foundation until the present day is as follows:—Dean Llewellyn, Principal, 1827–1878; Bishop Ollivant, Vice-Principal, 1827–1843; Bishop Harold Browne, Vice-Principal, 1844–1850; the Rev. Rowland Williams, D.D., Vice-Principal, 1850–1862; Bishop Perowne, Vice-Principal, 1862–1872; Dean Davey, Vice-Principal, 1872–1896; Bishop Jayne, Principal, 1879–1886; Bishop Ryle, Principal, 1886–1888; Archdeacon Edmondson, Principal, 1889–1892; Bishop Owen, Principal, 1892–1897; Principal Gent, and the Rev. Li. T. M. Bebb, M.A., the present Principal.

Dr. Blake Odgers, Recorder of Plymouth, has recently delivered a series of interesting and instructive lectures on subjects in law, in connexion with the Faculty of Law in the University College of Wales, Aberystwyth. At the beginning of the session, he gave the inaugural address on "The Work of the School of Law." He said that, if the school did nothing else than teach the future practitioners of Wales to think and to express themselves clearly and in their proper order, whether in speech or in letters of instruction or recitals of title deeds, that School of Law would have done the State a service, and have saved much public time. It was a matter of regret that the laity neglected the study of law. The law of England was worthy of study. To England the whole world had come for lessons of the law of freedom, and should they pretend that this, their birthright, was of no value? The study of the law was of great value as an educational factor, and he would place it next to mathematics and classics as a training for the mind. The progress and well-being of the nation depended upon its legal system. A school of law should not be a training-ground for future lawyers only, but should open its doors to all future citizens of the State. He advised the women students to study law, for they, too, would find it useful in their after life. The work of research called for more labourers, and they were sadly in need of a good modern text-book upon this subject. It was possible that foreign nations might have found a true solution of some difficulties which still troubled them in England, and he would suggest that they should get up a comparative history of the law of modern nations, and also embark upon a quest of the ancient laws of Wales. Our law-making was at present at a low ebb. It turned out a vast quantity of material, but it was poor stuff. The present condition of our law was a bar to the real study of it. Much could be done by the Law School in giving to law a lucid expression and scientific arrangement.

Sir Alfred Thomas, M.P., presided at the annual meeting of the Welsh University Association for the Furtherance of Social Work (Cardiff Branch). The first annual report, read by the Hon. Secretary (Miss Lilian Howells), stated that the membership of the women's club at the settlement in Portmanmoor Road, Splott, was forty-five, of the girls' club thirty-five, and of the boys' club forty-five, while the men's club is in a transitional stage. Sewing, singing, drill, wood-carving, and the three R's were taught, the idea being to promote the artisan and tradesman spirit rather than to make lads indifferent clerks. A holiday fund is in contemplation. Mr. H. M. Thompson (the Treasurer of the University College), in moving the adoption of the report, touched upon the self-sacrifice of one of the college staff in leaving his home in the country to take up his home near the centre of the Association's work. The reports were adopted. Lord Tredegar was elected President for next year.

The report of the Council of the University College of Wales, Aberystwyth, for the year ended June 30 has been issued, and shows that the number of students at the beginning of the Michaelmas term, 1901, was 476. It also contains extracts from the reports submitted by the heads of the various departments. In October, 1901, the Faculty of Law was inaugurated, and the result of the year's work confirms the opinion entertained that there existed in the Principality an urgent need for a University training in law, chiefly intended for members of the legal profession, but suitable also for all students who desired to study the methods of law and legislation. Twelve lectures on English law relating to commerce were given at Swansea from January to April, and a similar course at Llanelly.

SCOTLAND.

The winter session of the Universities has begun, and, following an old custom, several of the Arts Professors in Edinburgh have given, or attempted to give, special introductory lectures on subjects related to the work of their chairs. These lectures are open to the public, and the Professors have found them a convenient means of speaking about their own studies, or the general work of the University, to a larger audience than that of the class-room. The delivery of them has also had the advantage of increasing the ordinary citizen's interest in the University by enabling him to know something of its teachers and their methods and opinions. Edinburgh and St. Andrews are the only Universities in which the custom has been maintained in recent years, and this year the lectures given in Edinburgh have been so seriously interrupted by the disgraceful rowdiness of a section of the students that the Professors can hardly be expected to continue the practice in future sessions. It is to be hoped, however, that the advantages of the custom may be secured in some other way—for instance, by a series of free lectures once a month, such as, during recent years, has been successfully given in Glasgow.

In his introductory lecture at Edinburgh, Professor Laurie discussed the work of the Commission on Physical Training, which has recently been taking evidence in Scotland, and the English Education Bill. With excellent common sense he pointed out that it was possible to give too much attention to physical training and too little attention to physique. Physical training without a good physical basis would come to nothing. Commenting on the Education Bill, he strongly defended the measure from an educational point of view. Speaking as an educationist, he said deliberately that no Education Bill had ever been laid before the British Parliament so wide-reaching in its probable effects and so likely to promote the highest educational interests of Great Britain as the Bill which is at present before the House of Commons, and he defied any man who looked at the question from a purely educational point of view to hold any other opinion.

At St. Andrews Principal Donaldson discussed the work of the Carnegie Trust, explained the pressing needs of the University, and gave an historical account of its endowments. Prof. Edgar, on his induction to the Chair of Education at St. Andrews, gave an inaugural lecture on "Scottish Education," and similar inaugural lectures were given at Glasgow by Prof. Latta, of the Logic Chair, on "The Old Mysticism and the New Pluralism"; and at Aberdeen by Prof. Baillie, of the Moral Philosophy Chair, on "The Relation of the Individual Thinker to the History of Philosophy." At St. Andrews much interest has been taken in Mr. Haldane's first series of Gifford Lectures, a portion of which has just been delivered to large audiences.

Mr. Carnegie has been installed as Rector of St. Andrews, and has given a characteristic address on "The Industrial Ascendency of the World." At the other three Universities rectorial contests are in progress, with the usual amount of good-natured undergraduate rioting. The candidates at Glasgow are Mr. Morley and Mr. Wyndham, at Aberdeen Mr. Asquith and Mr. Ritchie, the Chancellor of the Exchequer, and at Edinburgh Sir Robert Finlay and Sir Edward Grey.

Mr. Carnegie has given £1,500 to St. Andrews for the foundation of a Union for the women students.

A public meeting of professional and business men who disapprove of the recent regulations of the Scotch Education Department regarding modern languages in the Leaving Certificate Examinations, has been held at Glasgow. At this meeting resolutions were passed condemning the regulations in so far as they enforce Latin on all candidates for the Leaving Certificate who take two foreign modern languages, and in so far as they make it impossible for candidates to obtain the Certificates by taking two modern languages (instead of Latin and one other language) along with English and mathematics. In the opinion of the meeting the present regulations will have the effect either of lowering "the high standard otherwise obtainable" in modern languages, or of causing "over-pressure in the struggle to attain that standard." A committee has been appointed to give effect to the resolutions, and this committee is intended to be "the nucleus of an association whose aim will be to secure for modern languages in all educational tests that equality with ancient languages which is due to their value and importance."

(Continued on page 742.)

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IRELAND.

The Board of Trinity College, Dublin, are about to erect a new laboratory for electrical and mechanical engineering, a building which is necessary if the School of Engineering is to keep pace with the extended scientific requirements of the present day. A new Lecturer in the practice of Electrical Engineering has also been appointed—Mr. Tatlow, B.E.—as practical engineer to supplement the theoretical teaching in electricity given by Mr. Thrift, the Professor of Experimental Physics. The laboratory will have all the necessary equipment. All students of engineering will be required to study, up to a certain stage, electrical engineering, while those devoting themselves specially to this branch will do so in their third year. An optional fourth year's course will enable students to take special diplomas in electrical engineering. The mechanical engineering work will be under the direction of Mr. Tilly, Assistant to the Professor of Engineering.

This step to develop the science teaching of Trinity College is in the right direction. There are likely to be large openings shortly in Ireland for scientific men as science teachers and in manufactures and other commercial enterprises. It would be well if the Board would also endeavour to improve the teaching of natural science. At the recent Science Conference at Alexandra College, Prof. Howes dwelt strongly on the deplorable condition of natural science in Ireland. In Trinity College the biological teaching has been in a deficient state for some time. In the Queen's Colleges one hapless lecturer is expected to teach zoology, botany, geology, palæontology, crystallography, and anything else that may be placed in the category of natural science. In the Royal College of Science, Stephen's Green, an institution which is in a transition state, and is destined to be the centre of scientific research and instruction in connexion with the Department of Agriculture and Industries, the biology at present taught is of a technical kind required in practical applications to agriculture. Students of the Royal University and others find it thus almost impossible to receive any adequate teaching or laboratory facilities in biology. At the same time, teachers of the subject will soon be required in considerable numbers for the science courses in general and agricultural schools.

At the recent celebration of the Tercentenary of the Bodleian Library, Trinity College, Dublin, was represented by Dr. Mahaffy, Prof. Bury, and Prof. L. C. Purser—all on the classical side—and Dr. Abbott as Librarian, while Mr. T. W. Lyster represented the very successful National Library of Ireland, an institution which, with a scandalously poor provision from Government, has been made an immense boon and means of culture to vast numbers of students and other readers, mainly through Mr. Lyster's skill and indefatigable zeal and helpfulness. Mr. Bury, the distinguished scholar, and Professor of Greek in Trinity College, Dublin, was among those who received honorary degrees at Oxford.

All the associations connected with secondary education have in the course of the last eight weeks sent in suggestions and resolutions to the Intermediate Board, that body having said, when declining to form a Consultative Committee of Heads of Schools, that they would be glad to receive recommendations from teachers, and that these should reach them by November 1, shortly after which date they would commence the drawing up of their rules and programme for 1904. The general feeling among the heads of schools is one of great dissatisfaction with the present arrangements, owing to their complexity and the undue amount and difficulty of the work they entail. The six subjects a pass in all of which is necessary for a pass in the examination are, by the system of grouping adopted, all subjects requiring a good deal of work. The greater quantity of original work in mathematics and of translation and composition at sight in languages now required increases the difficulty. In the three higher examinations, also, there are distinct Pass and Honour examinations, and the pupils, after the Preparatory Grade, are compelled to take up some special group of studies. All these regulations (to which may be added the expensive laboratories required in science) are exceedingly difficult, especially for small and poor schools, which abound in Ireland. To other grievances have now been added the numerous failures in the Preparatory and Junior grades at the examinations in June. Only about 50 per cent.—if as much—of those entering passed. The Boards had previously announced that "All the questions on the Pass Examination papers shall be of such a character as to be capable of being answered by a student of average ability, fairly well taught. The Pass papers will be specially revised with this view." No such revision appears to have been made. Some of the papers were quite unsuitable to school pupils. The marking may have been severe, or the difficulty of the courses may have caused the failures, which have had a demoralizing effect on both teachers and pupils everywhere.

The Teachers' Guild, in their memorial, dwell on these results, and especially note the failures in drawing. They also object to the system of only permitting students to take one group, as the average boy or girl usually has no special talent for special subjects, and the system leads to injustice. They hold that the modern literary course is too difficult; that the mathematical course should include at least one foreign language; that in the three higher grades drawing should be separated from science; that the results of the examinations should

be published as heretofore, in pamphlet form, but with only the examination numbers of the pupils given; and that the papers in English composition should be judged by two independent examiners.

The Protestant Schoolmasters' Association agree with most of these recommendations. They also ask that a system allowing greater freedom to individual schools shall be adopted, and object to specialization in groups earlier than the Senior Grade. They ask that teachers should be allowed to present their pupils for pass in any grade they think suitable. They object to the difficulty of the courses, and of certain books.

The Association of Catholic Head Masters dwell on the too great difficulty of the courses, the examinations and the conditions of passing, and on the inconvenience to schools and injustice to pupils arising from the system of grouping. They object to all subjects being assigned equal marks irrespective of their value and importance, and to certain books placed on the course as unsuitable. The Association also adopted the suggestions made by certain convents through their Convent Schools Committee, that separate courses (in some degree) should be set for girls, in which music, needlework, and practical domestic economy should have a place. Were this adopted, it would be likely to lower the standard of girls' education throughout the country. The Protestant Head Mistresses' Associations are also about to send in criticisms and suggestions.

The Science Conference recently held at Alexandra College is to bear permanent fruit. On the invitation of Mr. W. M. Hiller, Organizer of Science Teaching under the National Board, an Association of Teachers is proposed to be founded for the special study of educational methods.

SCHOOLS.

ASHBY-DE-LA-ZOUCH.—The new Grammar School for Girls was opened by the Marquis of Granby, Lord-Lieutenant of the County; Sir Charles McLaren, M.P., and Sir William Abney took part in the ceremony. The school building is designed to accommodate 180 pupils, and the head mistress's house will provide room for the staff and 38 boarders.

CARLISLE HIGH SCHOOL FOR GIRLS.—M. E. Harris and W. E. Waddell have obtained Higher Certificates. M. E. Harris gained distinction in English, and both were distinguished in Botany, M. E. Harris being awarded the Somerville Prize; she has also gained the Westmorland County Council Major Scholarship and a University scholarship at Aberystwyth. Miss Frost has left the school, and Miss Longridge has taken her place.

CITY OF LONDON SCHOOL FOR GIRLS.—The annual distribution of prizes was held on October 8. The Lord Mayor, accompanied by the Lady Mayoress and Sheriffs, attended in full state, and, on their arrival, were received by the School Chairman and Committee. The proceedings opened with the report of the Head Mistress, who stated that, for the first time, open scholarships were gained this year for Newnham, Holloway, and Westfield Colleges, and quoted extracts from the report on the annual examination by the Oxford and Cambridge Joint Board, which gave evidence of the general efficiency of the school. After the report the pupils sang some part songs, and, subsequently, the prizes were distributed by the Lady Mayoress. The successes in public examinations recorded during the year, in addition to the open scholarships above-mentioned, included: five Oxford and Cambridge Joint Board Higher Certificates and three Letters, with two distinctions in English and one in French; twelve Lower Certificates, with twenty-two First Classes in the several subjects. Cambridge Higher Local Examination: L. M. Elligott (Group B, First Class, distinguished in Latin and French; Group C, Second Class, distinguished in Arithmetic; Group H, First Class; gained a prize of the value of £3. 10s.); B. E. Allpress (Group B, First Class, distinguished in German; Group C, Third Class); E. M. L. Griffiths (Group B, Second Class; Group C, Third Class; Group H, Second Class); E. Jasper (Group C, Second Class, distinguished in Arithmetic; Group E, Second Class). Six girls passed the London Matriculation in the First and four in the Second Division, and, on the result, E. Stroude gained a St. Dunstan's Exhibition. E. M. L. Griffiths passed the London Intermediate Arts and E. Jasper the London Intermediate Science Examination. Société Nationale des Professeurs de Français en Angleterre: M. R. Mosbach Amy, Prize for Essay and Honourable Mention for Conversation; B. E. Allpress, Honourable Mention for Reading and Dictation; L. M. Elligott, Honourable Mention for Narration and Essay. The Certificates gained for music included a Special Certificate for pianoforte playing in the Local Centre Examination of the Associated Board R.A.M. and R.C.M.; and, in the Royal Drawing Society's Examination, thirty-three Honours and forty-eight Pass Certificates were gained.

EDGBASTON CHURCH COLLEGE.—An entertainment was given on Saturday afternoon by the girls of the Edgbaston Church School, at their college in Calthorpe Road, before a crowded audience, in aid of the Birmingham Children's Hospital. The first part of the programme consisted of scenes from "Cranford," a short play in which the performers thoroughly entered into the spirit of the piece. Scenes from

(Continued on page 744.)

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"Alice through the Looking-Glass" followed, the younger members of the school taking the characters.

HELENSBURGH.—The formal opening of the new buildings and the distribution of the prizes of last session took place in the Lecture Hall of the school on the afternoon of Saturday, October 11. There was a large attendance of ladies and gentlemen. Principal Lindsay, D.D., Chairman of the Board of Directors, presided. He acknowledged the encouragement and support which the inhabitants of Helensburgh had given to the Directors in their scheme for developing the school. The Rev. Dugald Butler, Edinburgh, presented the prizes and gave a highly interesting address on the history of Saint Bude. After songs by the singing class, Miss Renton, Head Mistress, made a short speech in which she indicated certain features in the buildings worthy of attention. Thereafter, the buildings were thrown open for inspection. The school, which is splendidly situated and stands in large grounds, has excellent class-rooms, well lighted and well ventilated; studio, music-rooms, mistresses' rooms, dining hall, cloak-rooms, &c. There is a very fine lecture hall with lofty open timber roof; the hall itself will seat three hundred people, and there is besides, a spacious, raised platform at one end of it. Within the grounds is a specially levelled and thoroughly drained hockey field. The architect of the buildings was Mr. A. N. Paterson, A.R.I., B.A., Glasgow, for whose taste in choice of colouring and artistic decoration there was nothing but praise from all present.

JERSEY, VICTORIA COLLEGE.—The King's Gold Medals went this year—for Mathematics to T. W. Dickson; for Modern Languages to H. K. Simonet. The gold medal for French, given by the States of Jersey, was won by C. F. Balleine, and the King's Prize for English History by H. K. Simonet. O. D. Bennett passed into Sandhurst sixth direct from the school at the last Army Entrance Examination. A. B. de Veuille and C. F. Colson both obtained assistant clerkships in the Navy. H. du Parc, Scholar of Exeter College, Oxford (O.V.) has been elected President of the Union. The college celebrated its Jubilee on July 29, having been opened in September, 1852. After the usual distribution of prizes in the big schoolroom, a move was made to the new school-house buildings, which were formally opened, though they have been in occupation for some months, by the Bailiff of Jersey. In the afternoon the usual cricket match—*l'ast v. Present*—was played on the school ground, tea being provided in the school-house. In the evening a large number of Old Victorians assembled at the annual dinner, which was held this year, by special permission of the Governing Body, in the big schoolroom. The weather was all that could be desired, and the proceedings went off with great *débat*.

KENDAL HIGH SCHOOL FOR GIRLS.—The annual speech day and prize distribution was held on October 3 in the Kendal Town Hall. The Rev. Canon Trench, Vicar of the Parish Church, presided, and the audience was large and influential. Very satisfactory reports of the progress of the school during the past year were read by the Head Mistress, Miss Warren, B.A., and by Miss Cropper, Hon. Sec. of the Local Council. A most interesting address was given to the girls by the Rev. Canon Rawnsley and the prizes were distributed by Mrs. Rawnsley. The proceedings were varied by a musical programme, successfully rendered by the pupils.

LONDONDERRY, STRAND HOUSE SCHOOL.—At the Matriculation Examination Emma Moffatt gained the Drapers' Scholarship, £105, and won £12 exhibition with Honours in Latin, French, English; Ada Orr obtained good honours in French at the first University Examination; Hettie Foster retained the Irish Society's University Scholarship, £30; Netta McKay and Emma Porter passed the Second University Examination, and Jane McAult obtained the B.A. degree. We have on the staff this term Miss Costello, M.A., Classics; Miss Neilson, B.A. Honours, Modern Literature; Miss Peacock, B.Sc.; Miss Graham, B.A.; Mr. Barbour, M.A., Mathematics; Miss Montgomery, Miss Porter, Miss Spooner, Miss Fergus, Miss Scott, Miss Nicol, N.F.U.

PENARTH COUNTY GIRLS' SCHOOL.—The following pupils have gained certificates at the summer examination of the Central Welsh Board:—Senior Certificates: Mabel Spence, Gwladys Jenkins, Matilda Evans. Junior Certificates: Ella Lloyd Atkinson, Nora Lloyd Atkinson, Agnes Gullen, Gladys Howe.

QUORN (LOUGHBOROUGH), THE RAWLINS SCHOOL.—The scholarships held by Nellie Saunders, J. Burrows, T. Hack, and T. G. Wesley have been renewed. F. Harriman and Vera D. Turlington have gained scholarships at the examination recently held, and three additional scholarships in commemoration of the Coronation have been awarded to Beatrice Moore, C. V. Newman, and Maud Disney. C. V. Smith has passed the Oxford Junior Local Examination in Third Class Honours; Martha Hack and H. H. Proudfoot have passed the Oxford Preliminary Local Examination; C. V. Smith has also been awarded a Junior County Scholarship. The tenth annual prize distribution took place on Monday, October 27, when the prizes were distributed by Mr. Thomas Cope, J.P., chairman of the Leicestershire Technical Education Committee. It is proposed to place in the large school-room a memorial to commemorate the services of five former pupils during the late Transvaal War; of these one died of enteric, one was dangerously wounded in action and left for dead by the enemy, one was slightly wounded, and one was invalided home. Only

one of the five escaped wounds and disease. An improved form of adjustable wall drawing-boards for free-arm drawing, invented by the Head Master, has been fixed in one of the class-rooms, and gives entire satisfaction.

ROSSALL SCHOOL.—The three Leaving Exhibitions, given on the results of the Summer Examination, fell to Batley, Peshall, and Storror. Mr. Mahir has left us after nearly twenty years' work at Rossall, in which he has enkindled a universal feeling of affection and attachment. We part from him with very great regret. He is succeeded by Mr. G. H. Anthony. The Memorial Scheme has raised all the money required, and the work is to be put in hand immediately. In cricket, we defeated Leatham, but lost to M.C.C., Birkenhead Park, and Old Rossallians. Cordners were again champion house, and first in the Senior League; Furneaux were first in the Junior. Fabel was first in the batting averages, F. H. Mugliston first of the regular bowlers. For our Photographic Exhibition, R. H. Newton, of Loretto, gained the Strangers' Prize. In the Board Examination we gained twenty-four passes, with two Greek distinctions, four Scripture, two History, three Mathematics. S. F. Peshall had three, none of them in the "soft option" of English. Our losses at the end of last term were unusually heavy, but it is gratifying to find that the influx of new boys has compensated for them. The result is a very considerable drop in the average age of the school.

STREATHAM HIGH SCHOOL.—In the Higher Local Examination E. Milner obtained First Class Honours, with one distinction; G. Quilter obtained Second Class Honours, with two distinctions; two other candidates obtained Second Class Honours, with one distinction; and one candidate passed in Physiology and French. In the Oxford Locals all the Senior candidates passed, one in Honours; all candidates passed the Junior, one in Second Class Honours with distinction in Scripture History and Literature; and three Preliminary candidates passed, one with distinction in Scripture. In the Examination of the Royal Drawing Society eleven passed in Honours, and eight sheets out of ten were commended at the Annual Exhibition. In the School Examination of the Associated Board of the Royal Academy and Royal College of Music two girls passed, one in Honours; while in the Examination of the Froebel Institute K. Kemp obtained the Higher Certificate, Part I., and G. Wynne her Elementary Certificate. At the Nature Study Exhibition held in London during July, 1902, thirteen medals were awarded for the exhibits of various educational bodies of Great Britain, America, and the English Colonies, of which one was won by Streatham High School.

TONBRIDGE SCHOOL.—The following distinctions have been gained since the end of last term:—R. J. E. Tiddy, A. M. Morley, Class I., Lit. Hum.; L. F. Begbie, J. C. H. Fowler, Class II., Lit. Hum.; H. J. Wood, Class II., Modern History, Oxford; M. L. C. Taylor, L. F. Begbie, J. C. H. Fowler, Indian Civil Service; R. J. E. Tiddy, a Fellowship at University College, Oxford; J. K. Dawson-Scott, Royal Engineers; A. Lethbridge, Sandhurst Entrance; W. T. Beckett, George Stephenson Gold Medal. Mr. W. Newbold, Demy of Magdalen College, Oxford, has joined the staff this term, in place of Mr. D. A. Macnaughton, who has been appointed one of H.M. Inspectors. The Head Masters' Conference will be held this year at Tonbridge, on December 22 and 23.

UNIVERSITY COLLEGE SCHOOL.—Thirteen boys have passed the London Matriculation in the First Division. J. Pyke has entered the Royal Military Academy, Sandhurst, and E. V. Ellis has been admitted to Coopers Hill, Forestry Department. J. Buller has taken the thirteenth place on the list of successful candidates for the County Council Clerkships. C. F. N. Leahy has matriculated at the Central Technical College. Seven boys have gained the Higher Certificate of the Oxford and Cambridge Joint Board, with seven marks of distinction. Among Coronation Honours for Old Boys, we have one baronetcy, four knightships, one Order of Merit, one C.M.G., one K.C.B., two C.B.'s one lieutenant-colonelcy, one brevet colonelcy. We have to record with regret the loss of three drawing masters from the staff. Mr. F. G. Stephens was a drawing master for forty-eight years, and was chief drawing master since the death of Mr. Fisk. It will be remembered that Mr. Stephens was one of the Pre-Raphaelite Brotherhood. Mr. Louis Walter was a drawing master for thirty-eight years; he frequently exhibited at the Royal Academy. Mr. R. S. James was a drawing master for thirty-nine years, and it is with the greatest regret that we record his recent death. He was Curator of the Life School of the Royal Academy, and since 1863 he was frequently represented at the Royal Academy's Exhibition. There have been these additions to the staff:—Miss J. B. Reynolds, for commercial geography; Dr. E. R. Edwards, of Selwyn College, Cambridge and Paris, for modern languages; Mr. Bertram Jacobs, LL.B., for the British Constitution and commercial law; Mr. F. F. Bush, formerly at Clifton College and the Bristol School of Art, chief drawing master; Mr. F. Elliott and Mr. R. G. Eves, drawing masters. Towards the end of the summer term the Head Master gave a lecture in the Botanical Theatre of the College on "The Bayeux Tapestry," and on October 23 Mr. F. W. Felkin, M.A., assistant master, lectured on "The Origins of Greek Civilization." A memorial to our Old Boys who fell in the war

(Continued on page 746.)

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in South Africa has been put up on a wall of the playground. It consists of a bronze tablet on a marble slab, and was designed, paid for, and put up by Old Boys. The Right Hon. Joseph Chamberlain, M.P. (Old Boy), has promised to unveil the tablet on November 5. A reception of parents and friends was held at the school on July 9, on the occasion of the boys' "hobbies" exhibition. One of the most original features was a series of caricatures by S. Boyd, which had the merit of combining good taste with fertility of invention. A prize was given to the young artist and humourist, for which piece of liberal originality Mr. Owen Seaman, in the pages of *Punch*, addressed his old school-mate, Mr. J. L. Paton, the Head Master, in verses of glowing eulogy. The annual camping-out was at Wallerswick, Suffolk, and was as great a success as ever.

PRIZE COMPETITIONS.

The Translation Prize for October is awarded to "Quidam."

As some of the Holiday Prizes are still unclaimed we reserve the list of winners till next month.

Thiers a un front large et intelligent, des yeux vifs, un sourire fin et spirituel. Mais à l'aspect, il est trapu, négligé, vulgaire. Il a, dans son habit, quelque chose de la commère, et dans son allure quelque chose du gamin. Sa voix nasillarde déchire l'oreille. Le marbre de la tribune lui va à l'épaule et le dérobe presque à son auditoire. Disgrâce physique, défiance de ses ennemis et de ses amis, il a donc tout contre soi, et cependant, lorsque ce petit homme s'est emparé de la tribune, il s'y établit si à l'aise, il a tant d'esprit, qu'on se laisse aller, malgré qu'on en ait, au plaisir de l'entendre.

Il baisse d'habitude la tête sur son menton, lorsqu'il se dirige vers l'estrade; mais lorsqu'il y est grimpé et qu'il parle, après un peu de silence, il relève si bien la tête, il se redresse si haut sur la pointe des pieds, qu'il domine toute l'assemblée. Il a une sorte de talent à part qui ne ressemble, de près ni de loin, à celui de personne. C'est de la causerie, mais de la causerie vive, brillante, légère, volubile, animée, semée de traits historiques, d'anecdotes et de réflexions fines, et tout cela est dit, coupé, brisé, lié, délié, recousu avec une dextérité de langage incomparable. La pensée naît si vite dans cette tête-là, si vite, qu'elle est enfantée avant d'avoir été conçue. Les vastes poumons d'un géant ne suffiraient pas à l'expectoration des paroles de ce nain spirituel.

Vous ne le trouverez jamais en défaut sur rien; aussi fécond, aussi vif dans la réponse que dans l'attaque, dans la réplique que dans l'exposition. J'ignore si sa réponse est toujours la plus solide, mais je sais qu'elle est toujours la plus scieuse.

J'aime ce discoureur naturel, vif, à la libre allure. Il converse avec moi et ne déclame point. Il ne psalmodie pas toujours sur le même ton. Il finit bien, à la longue, par m'étourdir de son babil; mais c'est une espèce de gazouillis qui me délasse encore de la monotonie oratoire, cet éternel ennui, le premier des ennuis pour un auditeur.

By QUIDAM.

Thiers has a broad, intellectual brow, bright eyes, and a shrewd, humorous smile; but in appearance he is squat, untidy, plebeian. His dress reminds one of a gossiping crone, and his movements of a street urchin. His nasal delivery grates upon the ear. The marble tribune reaches to his shoulders and almost conceals him from his audience. Everything, then—physical deformity, distrust of friend and foe, everything is against him. Yet when this *homunculus* is in possession of the tribune he makes himself so at home there, and is so witty, that, do what you will, you give yourself up to the pleasure of listening to him. He habitually sinks his chin on his breast whilst making his way to the rostrum; but, once he has climbed thither, and after a short silence is speaking, he throws back his head to such good purpose, and raises himself so high on the tips of his toes, that he towers over the whole audience. He possesses a kind of exceptional talent that is absolutely and entirely his own—a flow of chatty converse, at once bright, sparkling, sprightly, digressive, and animative, bristling with historical touches, anecdotes, and subtle reflections, delivered, moreover, with many a break, the thread here lost, there resumed, again dropped, again picked up—all with incomparable felicity of expression. Thoughts well up so quickly in that brain of his that they ripen to words before they have taken shape. The huge lungs of a giant would not suffice to give vent to the words of this clever dwarf. Never on any point will you find him at a loss. He is as resourceful and ready in parrying a question as in pressing an attack, in replying to hostile arguments as in marshalling his own. I know not whether his reply be always the sounder, but I do know that it is always the more plausible.

I like this man, with his unaffected, brisk, free and easy discourse. He talks to me, not at me, and he does not drone on ever in the same sing-song tone. In the long run, maybe, he ends by exhausting me with his

prattle; but 'tis a kind of bird chatter, which is still a relief from monotonous speechifying—that everlasting, that prime, bore to the listener.

We classify the 230 versions received as follows:—

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IRISH INTERMEDIATE EDUCATION.

IRISH intermediate education has of late bulked rather large in the public eye. It was the subject of a full-dress debate at the Education Section of the British Association, at which papers were read by such well known authorities as Dr. Starkie, who is not only a member of the Intermediate Board, but also resident Commissioner of National Education; Mr. R. M. Jones, a prominent Belfast head master; and the Very Rev. Andrew Murphy, the Chairman of the Roman Catholic Head Masters' Association. In addition, the Intermediate Board have recently published selections from the report of the temporary inspectors for 1901-2. Putting these two sources of information together, a comparatively clear idea may be formed of the present state of secondary education in Ireland and of such reforms as those who are best qualified to speak on the subject consider most pressing.

Most of these critics and appraisers of the existing order of things bore testimony to the eminent services rendered by the Intermediate Board to Irish secondary education in the past. Dr. Starkie remarked on the great stimulus that the money grants had given to Catholic schools, though their effect on the Protestant schools had been less fortunate. Mr. Jones described "the stimulus given by the Act as marvellous." The payment-by-results system, whatever its defects might be, had at least eliminated the charlatan of the Dotheboys Hall type. It had set up a standard to which the most inefficient school must attempt to conform or else go to the wall. He deliberately stated that "the services rendered by the Act and its administrators was a great one, and one that we can never forget." He instanced, among other advantages that it had conferred, the immense impetus it had given to the higher education of women. Unfortunately, the system "had never had a fair chance," though he was careful to add that, if it had had, it would soon have "exhausted its mandate" for merely conducting examinations. The temporary inspectors, also, were by no means blind to the good side of the examination. They speak of the advantage of a stringent, graduated form of examination for producing a certain uniform level of attainment, though they too are quite alive to its defects. To put it in a nut-shell, the order that the Intermediate Board introduced may have been of a rigid kind, but it was infinitely preferable to the chaos which preceded it. In fact, the problem at the present time seems to be to render the system more plastic by introducing new improvements. It is well to bear these facts in mind, in consequence of the somewhat sharp criticism to which it was subjected at the British Association. Reformers should always remember their chief problem is to retain as much as is good in the old system and combine it as far as possible with the new. It is always a mistake, as the Germans say, to throw out the child with the bath water.

According to Dr. Starkie, the various grades of Irish education are suffering from having been too much shut off into water-tight compartments. The result to intermediate education has been to reduce it to a sort of thing *en l'air*, a kind of Mahomet's coffin dangling between the nether regions of primary education and the upper air of University education, with no connexion with either one or the other. Dr. Starkie's remedy is a fusion of the two Boards for Elementary and Secondary Education. This may seem to some too big a step to be taken in a single stride, however much its ultimate consummation may be devoutly hoped for. Less ambitious is his suggestion that some sort of rate-aid should be provided by the County Councils; the lack of some such source of local aid is also deplored by Mr. Jones. It has been suggested, however, that the comparatively recent changes made in the constitution of the County Councils renders their dabbling in educational matters undesirable. Still there remains the system of County Council scholarships—which Dr. Starkie advocated, and which, as one speaker in the debate pointed out, need not be given by the counties, but should rather take the form of scholarships for the separate counties provided by the Intermediate Board and awarded on the results of an examination held by the two Boards conjointly. Such a scheme would make for co-ordination and help to reduce the large amount of "prize money" that the Board have yearly to distribute. If, as Dr. Starkie suggests, the Board should also spend some of their income in providing facilities for the training of teachers, the sum for distribution under the unfortunate system of payment

by results would be further reduced, and the evils of scholastic gambling which have been so prevalent under the old system would lose their main incentive. Mr. Jones was quite as emphatic as Dr. Starkie on the need of raising the status and emoluments of the assistant master. There are, of course, serious difficulties in the way. The religious orders have practically driven the lay Catholic teacher out of the field, not so much by boycotting, as Mr. O'Donnell suggests, but by simply underselling him. It might be argued that any such remedial measures must come too late. One might as well extend the benefits of the Wild Birds Protection Act to the dodo. The Catholic lay teacher, however, though comparatively a *rara avis*, is by no means extinct. A more serious difficulty lies in the fact that it is obviously impossible for the Board to frame any scheme for regulating the salaries of members of the religious orders, whose earnings do not in any case belong to them, but, according to the rule of the order, form part and parcel of the funds of the community. What the Board might do would be to ear-mark the money earned by the schools as far as lay teachers, Protestant or Catholic, were concerned; and, if the religious orders chose to employ such persons, they would have to pay the minimum rates fixed by the Board. By the same method the Board could, in the long run, screw up the standard of qualifications for lay teachers in those schools which accepted its subsidies.

The two chief administrative changes introduced last year by the Board met with very divergent treatment from the three critics. While, with certain reservations, the principle of inspection was very sympathetically received, the alterations in the Board's system of examination were very roughly handled. Father Murphy was especially vigorous in his condemnation of the new division between pass and honours papers, the raising of the standard for a pass from 25 to 40 per cent., and the increase in obligatory subjects from four to six. He evidently regarded the new departure as a complete failure. In fact, he described the present position as one of "unstable equilibrium"; either they must return to the simple examination or go forward to unencumbered inspection. Mr. Jones was equally unfavourable. He saw "little good and much evil in clinging to a discredited form of examination." He complained of the "convulsive oscillation" in the standard of the papers set, of the numerous cases of laziness or incompetence among the examiners, resulting in the setting of papers which completely failed to test the quality of the teaching. The most inherent defects of the whole system were the tendency to render the teacher too bookish and to discourage him from trying new methods. Like Father Murphy, he welcomed the new departure in the way of inspection; but, in its present form, it was insufficient. In fact, if continued in the tentative fashion in which it was introduced last year, with no powers assigned to the inspectors to control the grants earned by the schools, it will only prove yet another burden to the sorely vexed Irish teacher. It is clear that examiners and inspectors, as Father Murphy pointed out, will not see eye to eye on many vital points in the teaching. A teacher, therefore, who attempts to please both parties will probably fall between two stools. The remedy lies apparently in Father Murphy's proposal to make the same persons inspectors and examiners, or, better still, to substitute inspection for the present examination system, supplementing it by the establishment of a twofold leaving examination for pupils who leave school at sixteen and eighteen years respectively. The case for inspection was further strengthened by the fact pointed out by Father Murphy that half the children on the intermediate roll escape entirely all control and oversight by the Board, as they are not presented for examination. Inspection, again, would prove a connecting link between the Board and the head masters. Both Mr. Jones and Father Murphy deplored the splendid isolation of the Board, and attributed its numerous failures to the fact that, though composed of men of great ability and integrity, it contained practically no persons who were conversant with the needs and difficulties of intermediate schools. If the Board decide to discontinue inspection, and revert to the old system, they can scarcely refuse to admit representatives of the head masters to their Board or allow of the formation of a consultative Committee.

Coming to the schools themselves, we find from the temporary inspectors' report, from which evidently all official recommendations have been expunged, a faint echo of the evils

emphasized above, a too exclusive preparation for the examination, inexperienced teachers, and overpressure through children being placed in classes above their capacity, owing to the exigencies of the examination. The buildings seem to resemble that young lady in the nursery rhyme who when she was good she was very, very good, and when she was not she was horrid; or, rather, they varied between these two extremes. While the girls' schools and especially the convents were models of cleanliness, the boys' schools appear to have often been anything but clean and well kept. The lack of sufficient classrooms seems to have been a very common defect, as well as the want of proper accommodation for recreation. Too often the class-room apparently served as a school-room, lunch-room, and play-room combined. The evil effect on ventilation is obvious. Methods of heating, again, "were on the whole unsatisfactory," and the ordinary rules of light were disregarded. Desks appear to have been scarcely up to date; "in nearly all schools the supply of blackboards was insufficient, and the value of their employment seems to be imperfectly understood." Slates "are in common use," and the methods of cleaning them appear to be particularly offensive. Sanitation, if primitive, was generally satisfactory, but cloak-rooms were conspicuous by their absence in the boys' schools. The school hours are from 9 or 10 to 3 or 3.30, with often only half an hour's interval or even shorter. "More and more frequent breaks are imperative." In the boarding schools the hours of study are long and overpressure seems general, which is not to be wondered at considering the late age at which the pupils, as a rule, enter the schools. The discipline seems to have erred, if anything, on the side of severity, except in the rare instances where prompting or copying was concerned, in which case it was unduly lenient. Prompting on the part of the teachers "was not uncommon." The inspectors seem to have been struck by the earnestness of the teachers, but their catalogue of defects is a formidable one. Pupils and even teachers were often inaudible, the teaching itself was too discursive, accuracy was not sufficiently insisted on, and the pace at which the lesson was taken was much too slow. An italicized passage states: "We estimate that in the vast majority of schools results would be improved by at least one-third if the lessons were taken at a proper pace, and if the pupils were compelled to speak in such a way as to be audible to one another." The inspectors appear to favour an extension of the marking and place-taking system. Preparation and correction of work are evidently not sufficiently looked into in Irish schools. Those classes below the intermediate grade which were inspected only confirmed the previous impressions of the inspectors. Life in the boarding schools is rather bare and uncomfortable. They appear to be rather a replica of the French *lycée*. In the convents, however, things are managed better. The inspectors recommend an extension of the school library system.

The teaching in English literature seemed, in many cases, to have been successful, at any rate, in arousing interest. History is evidently taught on the battle and sieges principle, with so many dates thrown in to serve as make-weight. This verdict is endorsed by Mr. Jones, who adds that history beyond the Stuart period is practically neglected altogether. Geography seems to be taught in the same unprofitable fashion: the pupils have a certain acquaintance with long strings of names, but the effect of climate on physical features and of physical features on political geography appears to be entirely ignored. The inspectors commend the Board's method of abolishing the set books for composition, but add that still more attention should be paid to the subject. Latin and Greek, except in the larger schools, seem in a bad way, especially in the girls' schools; in fact, the inspectors go so far as to state that "many boys [in the junior grade], considering their intelligence and probable future career, should be receiving not intermediate, but technical, education." This seems to us to be going too far—a good modern education would probably better suit these boys than any direct specialization. In the two upper grades the translation seems to have been very fair: it was at its worst in the juniors, owing in part to the abnormal difficulty of the books set both in Latin and in Greek—a subject on which Father Murphy dilated. It is significant to remark that the inspectors state, as regards the preparatory grade, that in preparing for the examination of this grade more than a single year's study is required. This would imply, as a necessary corollary, that it is folly for the small country schools, whose recruits as a rule come to them only a year before the ex-

amination, to take up Latin at all, and one is inclined to think these numerous pupils would be better employed at modern subjects than at "cramming" Cæsar, to use the inspector's phrase. The inspectors seem to have been struck with the absence of drill in Latin and Greek grammar, and they add a long list of counsels of perfection for getting up accidence and syntax "pat." But have they realized whether what is possible in the way of grammar drill in an English public school, where everything is sacrificed to classics, is capable of realization in an Irish school, where Latin is only one of several competing subjects? In fact, we largely distrust this excessive cult of grammar for grammar's sake, and disagree with the *dictum* that a book like Abbott's "Via Latina" is not sufficient in itself for the teaching of such grammar as the pupil requires. The real weakness of the pupils, to judge by the report, lies not so much in the grammar as in the composition. To say that in a lesson in syntax little or no time should be allowed to the pupil to think seems to us to savour rather of the poll parrot method of teaching languages. The French "shows a certain uniform level of attainment," but is "colloquially disappointing." This, no doubt, is due to the exclusively written nature of the examination, but it is none the less surprising to find no sort of recommendation for the improvement of teachers, such as holiday courses. The defective enunciation of pupils and teachers already alluded to is evidently a great handicap to successful teaching. As the inspectors say, "it may sound a paradox," but enunciation is even more important than accent, because

from the practical point of view it is more useful for a foreigner to speak French with a passable accent and a clear enunciation than with a correct accent and a bad enunciation—if indeed such an accent can be called correct. In the one case he compels attention, and a Frenchman will try to understand what he says; in the other he will meet with equal politeness, but what he says will be persistently ignored.

The translations seems to have been satisfactory on the whole, and the grammar, unlike the Latin and Greek grammar, well known. Is this due to the comparative simplicity of French grammar compared with the prize-puzzles propounded by the gender of *artifex* and *opifex*, and other words of that ilk? The French history is obviously scamped; the subject being got up a bare month or fortnight before the examination. The composition seems, as a rule, to have produced serious results, but the evils of over-correction and insufficient correction were far from uncommon. One is glad to see the inspectors attack that fetish of correction that obtains principally in girls' schools—the insertion of corrections in red ink. German appears to be rather a negligible quantity in Irish schools; but what there is of it is not unsatisfactory. Italian and Irish are discussed and dismissed by the inspectors in a couple of short paragraphs of the *fausses fenêtres* type as far as information is concerned. Mathematics would appear to be a strong subject in Irish schools. The stage directions appended by the inspectors are largely in harmony with those of the Mathematical Committee of the British Association. Experimental science has, to all appearances, made a distinctly promising start.

To sum up. Though the Intermediate Board has done much for secondary education in the past, there appears to be a distinct need of closer co-ordination between primary and intermediate education in Ireland. There is a lack of trained teachers, which threatens to become permanent, owing to the absence of sufficient inducements to lay teachers to enter the profession. The latest modifications of the examination have been a failure, and the best remedy for the present unsatisfactory state of affairs is the establishment of a permanent inspectorate, supplemented by a twofold leaving certificate. The teaching of English shows some important *lacunæ*: classics, while satisfactory in the big schools, seem often in a bad way elsewhere. Modern languages, while not badly taught on the old lines, need largely modernizing. Mathematics—the strong subject—requires to be rendered in its first stages more concrete, and still further connected with elementary science, which has made a promising start. In a word, while the big schools and those destined largely to supply recruits to the priesthood and religious orders will probably do well to follow out in the main the old classical curriculum, the small country schools would be well advised to throw over the classics, which they appear to be unable to teach in a satisfactory fashion, and boldly opt for one or more of the three alternative modern courses lately established by the Board. As Dr. Starkie pointed out, the Board deserve

the utmost credit for this exceedingly useful decentralization of the programme. The rural Irish school of to-day will be able henceforth, if it chooses, to give its pupils an education that will really fit them for their future life, instead of converting them into that most useless and dangerous class, a literary proletariat.

A LITTLE PUPIL OF ST. DENIS.

The extensive building which adjoins the Church was erected by Louis XIV. and Louis XV. on the site of the old Abbey of St. Denis. Since 1815 it has been the seat of the Maison d'Education de la Légion d'Honneur—a school for the free education of the daughters of French officers. The pupils, who number upwards of five hundred, are uniformly dressed in black, and the discipline is of an almost military character. Strangers are not admitted.

THUS the guide-book. I hand it back to my cousin with the promise: But *you* shall be admitted, for I am an old pupil of St. Denis, and can give you a letter of introduction to my friend and classmate, Mme. Benoit. She will take you over the school, explaining everything with a special graciousness for my sake. They have worn well, those child-friendships of mine across the Channel; I am not forgotten there. Yes, you will wander along the old stone corridors, the subdued murmur of hundreds of distant voices in your ears, and, behind all, the steady, continuous hum from the great piano hall, where some sixty instruments stand back to back. You will glance into the dormitories, silent by day, with their far-reaching rows of little white beds; you will visit the Chapel, once the refectory of Benedictine monks; and you will linger for a space in the drawing school, musing on the years that are past, when Charlemagne sat in state there and dictated his laws. By the time you have been round the park you will probably feel both hot and tired, and be glad to seek refuge from the warm summer sunshine in the cool cloisters. At this moment you may, perhaps, hear something of the ghost.

Yet, no! If any one mentions the ghost nowadays they laugh, and say: "What! that silly old tale still lives?" But when Marie Benoit and I were children, clad all in black, with low, turn-down, white linen collars, and broad, violet-coloured strips of braid passed round our waists and over our shoulders, so that all the world might know we belonged to *Classe Violette*, this ghost was a very real and exciting fact.

The details were meagre, but gruesome. An old, old flight of stairs, the "haunted stairs," led up from the *pharmacie* angle of the cloisters to the *lingerie*; and it was said that those who ventured after dark to mount these steps and knock at the door at the top ran the risk of feeling warm drops of blood fall upon their outstretched hand. This was all, but it was enough. The mysterious drops, falling from nowhere without cause assignable, were all the more horrible because they left so much to our imagination. And if, playing in the open *préau*, with the sunlight streaming down upon us, we sometimes laughed at the ghost, yet when we were sent to the *pharmacie* after dusk we took care to go in bands of three or four, and even then we scampered like frightened rabbits past the foot of the haunted stairs. Our mothers little knew what the taking of those tonics cost us!

Marie Benoit was an inquisitive and courageous child. She had soft, ash-coloured hair, and her bright, eager eyes and way of moving were suggestive of a bird. She was the only one in our class bold enough to put the story to the test by climbing the perilous stairs after dark; and, though the ghost lay low and refused to manifest himself, this in no wise shook her faith in his existence. It was not late enough, she told me, and murmured something under her breath about "the very middle of the night." I paid no heed to the words. As far as we pupils were concerned, ghosts could have the cloisters all to themselves in "the very middle of the night," for we were locked into our dormitory at half-past eight, and there we had to stay till morning. There seemed no way of escape feasible short of murdering the watchwoman and capturing the key, without arousing the sleeping teacher or any of our eighty odd companions. So I thought; but Marie, resolute and tenacious, did what any other amongst us would have deemed impossible. Much in it is not clear to me, for she never cared to talk about

it; but I guess what she must have suffered, brave, tender, little heart!

December had set in. Ghosts, our St. Denis ghost included, grew more active as mid-winter approached. Marie used to lie awake at night and think of the coming Christmas time, always impressive to a child and particularly so to us, kept as it was with great solemnity beneath our old, grey walls, with the spell of the past strong upon us. The glamour of it all haunts me still. Often on a London Christmas Eve, I rise hastily from the tea and muffins, pull aside the blind, and gaze out into the fog until the dim cloisters shape themselves before me, and I see the long rows of little figures file slowly across the quadrangle, and hear the bell ringing for Midnight Mass, and feel again Marie's warm, soft hand in mine still tingling with the excitement of unpacking that long-expected, beautiful doll.

Well, Marie used to lie awake and think of Christmas, and the doll, and also of the ghost. And one night, when she had been making tales about the ghost and wondering how far, if at all, they tallied with reality, she caught the watchwoman napping, the dormitory key on the table beside her. Stealthily she slipped out of bed, took her stockings and her little black cape, crept up to the sleeper and grasped the key. One moment, she was gliding past the square of white curtains which screened off the bed of the slumbering *surveillante*; the next, the key turned in the lock noiselessly, and she found herself running down the wide stone staircase to the cloisters.

Through the great glass door opening on to playground and park she could see the quaint, moving shadows cast by the trees on the grass. It was a cold, starry night, with a sharp breeze blowing which swept the dark, rough-edged clouds before it, and cleared luminous spaces round the moon and the constellations. She turned inwards. The plot of ground, open to the sky, round which ran the cloisters, was flooded with moonlight; a chilly air blew in on her through the high arches. She paused at the door, now walled up, which in Benedictine days led into the Abbey, and wished there were some means of passing through, and wondered how the old basilica looked whilst men were sleeping, and if the shades of Pépin and the Abbot Suger walked there in the silent night.

At the foot of the haunted stairs the child halted, frightened, yet resolved to go forward with her adventure. She could almost hear the beating of her heart. Could she hear anything else? What was that?—a slow, steady footfall in the distance. Marie's lips grew white. The ghost was evidently abroad; if she ventured up the staircase, he would come along behind her, and catch her at the top in the dark! Horrible thought! She turned back into the cloister, preferring to meet the enemy in the open. In the angle stood an ancient statue of Our Lady, bearing the inscription: "Monstra te esse Matrem." Marie, in her necessity, caught at the sweet motherly help, repeating the words over and over again: "Monstra te esse Matrem." But the advancing steps were not stayed, and to her left, at the end of the long dim corridor, she perceived a dark veiled figure. She faced round and fled to the right, moving as quickly as she dared, but cautiously, keeping in the shadow. The iron *grille* which barred the cloister this way stood open. Beyond it lay another wide flight of steps, but the moonlight fell full upon them, and, if she attempted to climb them, she would certainly be seen by whoever or whatever was following her. She hesitated a moment, then, like the whisper of a good angel, came a thought of escape. The entrance to the chapel was behind the *grille* in the shadow; she had only to push the heavy swing door, and she was safe. With a sigh of relief, she slid into a bench and rested her head on her arms, realizing for the first time how cold she was; her feet felt frozen.

A ladder of silver light shot down to earth from the high, arched window opposite, and at the far end the Sanctuary lamp glowed red in the blackness, assuring her of a Protection infinitely more efficient than closed door and bolted gate. So convinced was she that no hurtful presence could approach her here that she started with surprise when she heard the door swing to again; some one had entered after her. The little blonde head popped up incautiously into the light to see who it could be, then drew back aghast, recognizing a certain high dignitary before whom she had already been haled thrice that term, and who had punished her childish wilfulness with relentless severity. Mme. Ménard passed on to the front of the chapel, but the glimpse of the stern, unsympathetic face, on which lay mirrored the history of long years of unbending dis-

cipline, had brought Marie to her senses. The ghost faded into insignificance beside her fault and its consequences. Alas! difficult it was to escape from the dormitory; to return undetected was impossible. The watchwoman had to mark the *contrôleur* every hour; she must be awake by now, perhaps had noticed the empty bed and aroused the *surveillante*. The punishment for the escapade she knew too well—expulsion. Why had she not thought of this before? And there was no hope of pardon, no chance of altering the rigid military code of the *Chancellerie*, ever faithful to the rules of the despotic old generals, its founders.

The wings of the vivid child-imagination beat down the Chapel walls and bore the little girl away to a distant provincial town. There was a fire of logs on the hearth of the bare, well known room, and by it sat her mother, fair-haired and delicate-featured, with a face which was very patient in repose. Over the chimney hung an oil portrait of a middle-aged man. He had a grey moustache, but his eyes looked out youthfully, humorously, from their nests of wrinkles. Sometimes the mother would glance up at the picture and sigh; then she would turn again to the exquisite doll upon her knee, and her expression would brighten and her fingers move quickly, skillfully, fashioning the most magnificent robe ever worn by flaxen-headed, rosy-cheeked princess. Into this peaceful scene came the *concierge*, holding out a formidable official letter. Marie watched the gentle face grow paler, and tears fall on the work, as the mother read the ominous word "expelled," and knew her child's future uncertain and the hopes of years vanished. There would now be no assured position as teacher in the school she had learnt to love, with old playfellows for comrades; no sheltered home when death robbed her of her other home; no pension in a destitute old age. But the tears were wiped away, and the blue silk flounce taken up again. This it was which hurt Marie most of all. She gave an audible sob.

A hand on her shoulder forced her to look up. "Benoit!" exclaimed Mme. Ménard. "What does this mean? How did you come here?"

"You know the penalty for this?" There was almost a note of triumph in the tone. Mme. Ménard had never liked Marie Benoit; she considered her a troublesome pupil, and would not allow that frankness and generosity could counter-balance such irritating faults as waywardness and inattention.

"It is useless to cry now."

As well speak to the tempest! She gave the child a little shake to assist her in recovering mastery of herself, and continued: "You must come with me at once, Mademoiselle."

But Marie made no effort to rise. She rocked to and fro, and between the sobs came the words: "Mother, Mother!"

There was magic in the name. The pressure on the heaving shoulder grew lighter, the hand travelled up over the silky hair, the hard voice softened—"Tell me, my child!"

For Mme. Ménard's own mother was very ill, and she had come to the chapel to pray for her.

Marie was not expelled. How it was arranged I do not know, but a *chef de service* can do much. E. W.

REVIEWS AND MINOR NOTICES.

Text-Book of Physics: The Properties of Matter. By J. H. POYNTING and J. J. THOMSON. (Price 10s. 6d. Chas. Griffin & Co.)

The authors of the present book have already issued a volume on Sound (to the second edition of which we called attention in March, 1901), and consider the present volume and that on Sound to be the first two of five volumes, the last three dealing with Heat, Electricity and Magnetism, and Light respectively. As the subjects already dealt with occupy about two-ninths of some text-books, we feel not a little curiosity as to the relative bulk of the remaining volumes.

The "Text-Book" is intended for the "large number of earnest students of physics" who do not possess "a knowledge of advanced mathematical methods." Without a general notion of the ideas of the calculus, a student would find much of the work beyond him; but he is not often called upon to solve a differential equation, and even then it is supposed that he may accept the result on faith. The book being entirely devoted to

pure physics, without any reference to applications, the student must know his way about Deschanel, Ganot, or some similar work. The book is really a discussion of the experimental basis of physics, describing numerous experiments and exhibiting the mathematical reasoning upon which results have been obtained, and even including experiments which, so far, have only yielded negative results.

Turning now to the volume before us, we are struck with the mass of detail contained in relatively small space, and we feel that we are reading a detached series of encyclopedic articles rather than a single book. The subjects treated are Gravitation, Elasticity, Capillarity, Diffusion, and Viscosity.

It is interesting to observe that Mass is defined dynamically (through Newton's Second Law) by assuming that forces can be [statically] measured by springs independently of the motion that such forces produce. The various forms of the Cavendish experiment for determining the constant of gravitation (or mean density of the earth) are interestingly described in some detail. Various speculative points are raised, such as whether forms of matter are more permeable to gravitational forces than others.

Elasticity is treated first from a purely experimental point of view. At the start we are confronted with a very important diagram giving the results of one of Kennedy's experiments on the tensile properties of steel. This is accompanied by one of the few incomprehensible descriptions in the book, which we may hope to see rewritten in another edition. Those weird properties of solids known as viscosity and fatigue are well set forth, and good reproductions of microphotographs of metallic surfaces illustrate the crystalline structure which is responsible for some of these phenomena. Two short chapters on Strains and Stresses lead on to a series of problems on Torsion (including St. Venant's famous results), Bending of Rods, and Spiral Springs. In a few pages on Impact reference is made to Hodgkinson's experiments, showing that Newton's "coefficient of restitution" diminishes as the velocities increase.

Then follow two chapters on Compressibility of Liquids and Gases, with some remarks on the tensile strength of liquids.

Capillarity is most interestingly treated; the experimental part being supplemented with a short account of Laplace's theory. Viscosity and diffusion are considered with respect both to liquids and gases. We notice the frequent appeal to the principle of conservation of energy in the reasoning. Molecular theory and kinetic theory of gases are reserved for the volume on Heat.

The book is excellently illustrated and well printed. It will be appreciated not only by these for whom it is especially prepared, but also by students who, capable of using advanced mathematical methods, feel but too often that they are immersed in a sea of symbols, which ultimately throws them up on an unexpected shore of new facts.

Seven Roman Statesmen of the Later Republic: The Gracchi, Sulla, Crassus, Cato, Pompey, Caesar. By CHARLES OMAN. With Portraits and Illustrations. (Price 6s. Edward Arnold.)

Mr. Oman confessedly holds a brief for biographical *versus* constitutional history; he sides with Plutarch and Carlyle and Froude against Aristotle and Marquardt and Stubbs, and a very effective pleader has he shown himself. The blessed word "evolution" will not account for everything, and "the length of Cleopatra's nose" is still a factor that historians cannot afford to overlook. As a fact, the two schools of historians merge, by subtle gradations, one into the other. The personality of Edward I. and Henry III. looms large in the "Constitutional History" of Stubbs, and underlying the anecdotalage of Suetonius or Saint Simon we may discover an informing philosophy of history.

So, with these seven lives, we shall not be far wrong in supposing that the central idea from which they sprang was a revulsion of feeling against Mommsen's blatant imperialism—a desire to testify against his immoral doctrine of a heaven-sent autocrat. The moral is well summed up in the concluding pages:

Cæsar, in short, put an end to urban sedition and provincial misgovernment; but he and his great-nephew gave the world, instead of its old anarchy, a period of mere soulless, material prosperity. If the Barbarians had never resumed the attack from without, if

Christianity had never arisen to give new ideals from within, the Roman Empire would have gradually sunk into a self-satisfied, stationary civilization of the Chinese type. . . . He had worked out to its logical end the movement which Tiberius Gracchus had begun, which Marius had continued, which Sulla had vainly striven to stem, and which Pompey had unwittingly furthered. The problem of sovereignty had been solved; neither Senate nor people could rule the Empire, and the inevitable autocrat had taken over the powers which they had abused.

To idolize an adventurer as selfish and as unscrupulous as Napoleon is, indeed, the March madness of hero worship, and to attribute *ex post facto* a far-sighted, world-embracing policy to an opportunist who, at every move in the game, was obviously playing for his own hand is a worse anachronism than any in Shakespeare. In these sentiments Mr. Oman carries us wholly with him; but in dealing with the struggle between the Optimates and the Democratic party he hardly seems to us to hold the balance even. According to him Tiberius Gracchus is the model young man cursed with a very superior woman for a mother; while the main motives of Caius were ambition and revenge. Now it is possible to admit with Mr. Oman that no legislation, except, perhaps, protection, could have cured the organic disease from which Italy was suffering—agricultural depression—and yet to admire the Gracchi as genuine, though short-sighted, social reformers. In the same way we may complain that Mr. Oman is unmoved by all Cicero's redeeming qualities, moral as well as literary, and unrepelled by Pompey's stolid Philistinism.

The book is written in a popular vein; there is no reference to authorities, and modern equivalents and analogies are freely introduced. There is nothing donnish or pedantic about the style, which occasionally, as in the description of Clodius, verges on the colloquial. In several of the biographies the same ground is traversed, and there is, perhaps inevitably, a good deal of repetition. "Autolatrous harangues" strikes one the first time as a happy phrase, but *repetita non placet*.

Life of the Baroness von Marenholtz-Bülou. Two Vols.

By her NIECE. (Price 15s. 6d.)

Students of Froebel's personality and work will welcome much that is contained in these handsome volumes, the outcome of the devotion and admiration felt for the authoress of "The Reminiscences of F. Froebel," by her niece.

It was in 1849 that chance threw Frau von Marenholtz-Bülou into Froebel's company at Bad Liebenstein. He was pointed out to her as an old "original" who danced and played with the village children. She greeted him as one who occupied himself with the education of the people, and a close friendship ensued. The disappointment to liberal hopes which followed the general ferment of 1848 was keenly felt, and, as harsh repressive measures were being enforced on all sides, the only course left to patriots was to prepare the people by education for a better social state. Froebel's theory of education was put before the Baroness by him in his constant intercourse with her. Much that is of moment to the student of Froebelian theory will be found in the chapters devoted to Froebel's theory of education and to comments on his methods (i., pages 164-190). It is true that we have a good deal of theorizing which is not necessary to a clear understanding of the simple basis on which Froebel builds. Further, many generalizations are advanced as though they were self-evident truths; the idea that the normal development of the individual does not differ from that of the race must be very carefully handled, if it is to prove a help, and not a hindrance, in primary education. There is a danger in being too strictly logical, especially in dealing with anything so curiously complex as the early stages of human development; while much that is quoted from the "Gedankenbücher" will certainly need explanation and liberal pruning before it can be usefully allied with the teacher's work. Dr. W. T. Harris, in his preface, claims for the volumes before us that they throw valuable light on the social and political life of Germany during the epoch covered. This is true, especially when, after Froebel's death, the definite work of propaganda was undertaken. How eagerly and how unsparingly the disciple worked—how full her sad heart became of hopes for the future of humanity—how she went courageously forth as a sower to sow seed which she herself believed to be essential to any harvest of truth—may all be read in these volumes. They are overcrowded with detail, and put together in such a way as at times to obscure, rather than

to throw into relief, the theories which the Baroness lived to perpetuate; but to ask for a sense of proportion in an enthusiast is, perhaps, unreasonable. The book is undoubtedly a strong testimony to that power of inspiring deep personal devotion which the Baroness possessed, and, we repeat, it is in many ways a useful contribution to the literature of the kindergarten.

"Blackie's Little French Classics."—(1) *Rabelais, Selections*. Edited by E. C. GOLDBERG, M.A. (2) *Molière, Scenes from Le Mâlecin malgré lui*. Edited by W. J. CLARK, M.A. (3) *Lesage, Selections from Gil Blas*. Edited by HAROLD W. ATKINSON, M.A. (4) *Prosper Mérimée, Matéo Falcone and other Stories*. Edited by J. E. MICHELL, M.A. (5) *Madame de Sévigné, Select Letters*. Edited by MABEL VERNON HARCOURT. (6) *Théophile Gautier, Le Pavillon sur l'Eau, etc.* Edited by W. G. HARTOG. (7) *Brucy and Palaprat, L'Avocat Patelin*. Edited by E. B. LE FRANÇOIS. (8) *Bossuet, Oraisons Funèbres*. Selections edited by the Rev. H. J. CHAYTOR, M.A. (9) *Victor Hugo, Waterloo*. Edited by G. H. CLARKE, M.A. (10) *La Fontaine, Longer Fables*. Edited by A. H. WALL, M.A. (11) *Musset, Selections in Verse and Prose*. Edited by F. W. B. SMART, M.A. (12) *Corneille, Scenes from Le Cid*. Edited by LOUIS BARBÉ. (13) *Chateaubriand, Les Martyrs*. Selections edited by E. T. SCHOEDLIN, B.A. (14) *Michelet, L'Insecte*. Selections edited by MAURICE GEROTHWOHL. (15) *Victor Hugo, Poems*. Edited by P. C. YORKE, M.A. (16) *Racine, Les Plaidours*. Edited by D. LOWE TURNBULL, M.A. (17) *Augier and Sandeau, Le Gendreau de M. Poirier*. Edited by R. G. M'KINLAY. (18) *Stendhal, Un Episode de Guerre*. Edited by J. E. MICHELL, M.A. (19) *Erckmann-Chatrian, L'Héritage de l'Oncle Bernard*. Edited by MISS MARGUERITE NINET. (Price 4d. each.)

This series marks a new departure, and is a pleasing variety after the endless editions of popular French works for English schools, monotonous as the poplars along a French high road. Rabelais, Le Sage, Gautier, for instance, represent strata of French literature that have hitherto been unworked by the school editor, who greatly prefers surface digging to exploration or mining. We welcome the series as a reaction against the prevailing craze for second-rate novels and anything of contemporary interest, regardless of literary merit. The booklets are well printed, of thirty-two to forty pages each, and the notes are of the briefest. The weak point of the series, and one that might easily be put right, is that there is no indication of the stage for which the different volumes are adapted. In some cases the author's name is a sufficient indication. Rabelais, for instance, spells Sixth, and Erckmann-Chatrian Fourth Form; but Victor Hugo's poems and scenes from Molière might be anything between the two. Again, we can detect no common method in the annotation. Rabelais has some fifty notes in all, of which three only are linguistic or grammatical. Erckmann-Chatrian has tags of translation in the old style, and elaborate explanations of *eau sucrée, délices de Capoue*. To review these score of volumes would be an impossible task, and we can only record a few casual observations. The selections from "Gil Blas" and from Michelet's "L'Insecte" strike us as particularly happy. We cannot say the same for the "Victor Hugo." "The Toad" is a long-drawn horror that will rightly repel a young mind, which will equally resent the sentimental rhetoric of "The Caged Birds." The twelve fables of La Fontaine are well selected, and the appended remarks of French *littérateurs* are a useful addition. Why has Chateaubriand a circumflex in the advertisement, and why does Mr. Hartog give Gluck, the composer, an *Umlaut*?

"Bohn's Standard Library."—*Letters of Thomas Gray*. Edited by DUNCAN C. TOVEY. Vol. I. (G. Bell.)

"Gray and his Friends" was at once a learned and a delightful book, and we know not who the "adverse and captious" critics can have been who, it appears from the preface, fell foul of Mr. Tovey's work. He has taken the best way of confuting them by continuing his labours in the same field and giving us the first instalment of the standard edition of Gray's correspondence. That Mr. Gosse's edition, the only competitor in the field, as far as we are aware, is not entitled to rank as such, Mr. Tovey proves up to the hilt. In an appendix, indeed, he insinuates not obscurely a charge of *mala fides* against Mr. Gosse, which we should be loth to endorse without first hearing Mr. Gosse's defence, and which, we think, if made at all, had better have been made directly and without circumlocution at the beginning of the volume. Thus, the note on page 281 is in doubtful taste. Mr. Tovey's annotations of the Letters are full and apposite. To hunt up all the obscure references must have been a work of infinite time and trouble. The preface gives a saner view of Gray's genius than that of Matthew Arnold, who, as was his wont in less inspired moments, ran to death a catch-word which was at best only half a truth. We should, however, like Mr. Tovey to tell us less of Gray as a poet and more of Gray as a letter writer. To the *errata* add: "Page 153, line 18, read 'inexorable.'"

El Pájaro verde. By JUAN VALERA. Edited by G. G. BROWNELL. (Price 2s. Ginn & Co.)

This tale reads like a story in "The Arabian Nights." The enchanted palace, the spell-bound prince, the beautiful (and, of course, love-lorn) princess, invisible hands which carry in aldermanic repasts, the mysterious voice reiterating its solemn warning: "Beware! that is for my lord the Prince"—all these are here; but they appear to be mere matter-of-fact details when compared with the wilder flights of the author's imagination. By the time the old hermit is introduced the reader will be prepared to accept him as a matter of course. Not that he is your everyday hermit—not at all; he has been supernaturally preserved for the sole purpose of giving a cunningly vague reading of the cabalistic language used in Babel before the Confusion of Tongues. It is curious to read of presents being sent to the Queen of Saba on page 8, and on page 10 to find a reference to Queen Victoria. Apart from the interest in the story itself, the author's style makes the book specially useful to students of Spanish. The editor has done everything that was necessary to make "El Pájaro verde" a serviceable text-book for English-speaking students. In addition to an accurate and complete vocabulary, there are (1) notes on the few passages which require explanation; (2) a series of sentences, based upon the text, to be turned from English into Spanish, so that the book serves a double purpose. We have noticed from time to time all the Spanish texts yet published in Messrs. Ginn & Co.'s "International Modern Language Series," and we have found them all to be models of what such texts should be, viz.: neat binding, clear type, good paper, reasonable price, and accurate text. Juan Valera's "El Pájaro Verde" belongs to this series.

Practical Spanish. By F. DE ARTEAGA. Two vols. (Price 7s. 6d. John Murray.)

A Spanish course written by the Taylorian Teacher of Spanish at Oxford ought to be good, and very good it is. Its chief fault (many will not consider this a fault) lies in the too great length of the exercises. The grammatical rules are very clearly stated; there is a useful classified list of all the irregular verbs; the exercises treat of such subjects "as naturally present themselves in everyday life"; and there is a double vocabulary of more than a hundred pages. Would not "Practical Spanish" be more useful to the "traveller and the business man" if it were shorter? However, as the two volumes now stand, they form a well printed, well bound, admirably arranged, complete Spanish course. The whole work displays patient care, great skill, and a thoroughness seldom found.

Portuguese Grammar and Commercial Handbook. By Prof. J. C. MASCARENHAS. (Price 5s. net. Hirschfeld Bros.)

For the purpose of ready reference Prof. Mascarenhas has divided his book into six parts. Parts I.-III. contain the grammar, with exercises thereon. Parts IV. and V. deal with commercial correspondence, business terms, &c., whilst the last part consists of examination questions. The author is an experienced teacher, and, no doubt, has some good reason for the omission, but there are no exercises to be turned from Portuguese into English! The insertion of such exercises in future editions would not add much to the bulk of the work, but they would enhance its usefulness very considerably. There is no need to comment on the correctness of the work, for it is published "on the authority of the Portuguese Royal Academy."

Makers of Europe: Outlines of European History for the Middle Forms of Schools. By E. M. WILMOT-BUXTON, Assistant Mistress, Brighton and Hove High School. With Twelve Maps. (Methuen.)

There is much to be said for our author's plea that as soon as children have learned the rudiments of English history they should be given some idea of the course of European history. Only by that means, she urges, can they be enabled to understand the true meaning of events which concerned their own country. It was in order to supply somewhat older students with help of this kind that Freeman wrote his "General Sketch of European History," one of the smallest, though by no means the least satisfactory, of all his works. Miss Wilmot-Buxton writes pleasantly and with the laudable intention of interesting her young readers, and her book shows that she has a fairly sufficient knowledge of her wide subject. Perhaps she has attempted more than her space allowed; her work is rather too scrappy to be interesting, and she would have succeeded better if she had either written on broader lines or left out certain parts of the history. It is a pity that she relates the myths concerning the rise of the Swiss Confederation as though they were historical, and describes Zurich as "the chief residence" of Charlemagne.

The Study of the Prophets. By T. ARMITAGE ROBINSON, D.D. (Price 2s. 6d. net. Longmans.)

An R.A. on his election is required to present to the Academy a picture, which is hung in an upper chamber of Burlington House, rarely visited by the public. By a happy coincidence, Dr. Robinson, almost on the day when his appointment to the Deanery of Westminster was announced, published this volume, embodying lectures delivered at Westminster and Cambridge; but, unlike the Academy pictures, it will, we are certain, be scanned not only by the clerics to whom it is immediately addressed, but by the increasingly large body

of lay students, those who without being specialists take an intelligent interest in the earliest Christian literature. The Dean comes forward not as a controversialist, but as a teacher. His object is to present in plain language such results of his own study as may serve for a guide to the study of others. But, though he does not argue and leaves us often wondering how he would meet some of the arguments of the revived "Supernatural Religion," he impresses us throughout by his transparent open-mindedness—there is no *suppressio veri*. Thus, he allows in the first chapter that the date and authorship of the first Gospel must be left at present as an insoluble problem. Most valuable, too, are the remarks on the non-Marcian Greek document used by St. Matthew and St. Luke and the fallacies that have clustered round the word *logia*. In his treatment of the fourth Gospel, Dr. Robinson follows closely, though not slavishly, in the steps of his late master, Dr. Westcott, but we seem to be passing from a golden haze into the clear light of common day. Yet—we speak as laymen—it seems to us impossible to discuss the authorship of the fourth Gospel without reference to the Revelation.

"Blackie's Illustrated Greek Series."—*The Anabasis of Xenophon, Book II.* Edited by G. H. NALL, M.A. (Price 2s.)

We were not aware that there was any great demand for a new edition of the second book of Xenophon's "Anabasis"; but, since it appears that the demand existed, the publishers did well in inviting Mr. Nall to satisfy it. His little book, which is lucid in expression, marked by accurate scholarship, and as rich in matter as it is desirable for an elementary treatise to be, will enhance the reputation of the series to which it belongs. The text is clearly printed, and broken by short arguments at appropriate points. Not only is the book well illustrated, but the plates are explained. The elucidations, full and clear, will be particularly welcome; for, if the pictures in school-books are to be instructive, they must be studied under competent guidance. Too often they are only gaped at; or, still worse, they receive the crude adornments of an untutored fancy. Occasional slips in English go to establish, according to the ancient theory, a writer's familiarity with Greek. Otherwise Mr. Nall might be blamed for using such language as "the Persian cavalry in which their strength lay" (page 64), where "their" means "of the Persians"; or "he was said not to much wish" (page 85). But when the general result of an editor's labours is so good it were ungracious to dwell on the trivial lapses of a busy pen.

Select Orations and Letters of Cicero. ALLEN and GREENOUGH'S edition, revised by J. B. GREENOUGH and G. L. KITTREDGE. (Ginn & Co.)

Here we have a substantial volume of lxiv. + 630 pages, intended to introduce the user to the speeches and letters of Cicero. The book is well got up, with introduction, maps, plates, and a vocabulary, and is, on the whole, a conscientious piece of workmanship. Otherwise we can give it but faint praise. Too big for young boys, it is too elementary in its information for a high form. On the other hand, the private student might use it with advantage. Unfortunately the grammatical references in it are to American treatises, so that its sphere of usefulness is still further contracted. A feature of the text is that the quantities of the vowels are often marked—on what principle of selection we have failed to discover. The reason assigned for marking them is that some teachers prefer them so; we have other tastes, especially if the ultimate of *temere* is to be marked long, without any note of warning.

English Extracts for Latin Prose. Compiled by A. C. CHAMPNEYS, M.A. (Price 2s. Longmans.)

The prime secret of the lazy schoolmaster or college lecturer is how to waste time by dictation. Mr. Champneys has made his collection of passages for Latin prose in order to deprive laziness of its main resource. The choice of pieces seems well made, and those who have used the elementary books by Mr. Champneys and Mr. Rundall will be glad to have this volume as a continuation of the course. They will find in it a somewhat slight introduction containing hints on the writing of Latin prose; then one hundred and fifty-six extracts suitable for the exercising of a fifth or even a sixth form; lastly, a few idiomatic sentences calculated to drive home particular idioms. There are no notes, no vocabularies, and no references to parallel passages. A special feature of the collection is that it is largely made from new sources, sometimes from works still copyright. So Mr. Chamberlain's speeches do duty for the first time, we believe, in a manual of Latin prose composition.

The Gospel according to St. Mark. The Greek Text edited, with Introduction and Notes, for the use of Schools, by Sir A. F. HORT, Bart. (Cambridge University Press.)

The writer's aim is best set forth in the words of the preface: "The main use of his [a boy in the fourth or fifth form of a public school] reading the Gospel in the original language is that the process of translation forces him to think and to get behind the words of the English version, his very familiarity with which may be an obstacle to thought. It rests with the teacher to see that such a lesson does not degenerate into a discussion of anomalous forms and unclassical syntax." This aim is well carried out in the notes, which are mainly expository. Difficulties are not shirked, but they are touched on lightly, and there

is no attempt to harmonize the Gospels after the manner of Wordsworth and the older school of commentators. The standpoint is that of an orthodox Broad Churchman, half way, we might say, between Bishop Westcott and Dr. Abbott. Thus, on demoniacal possession:—"We can neither wholly accept the ancient view of 'possession,' nor yet fully explain the Evangelists' accounts by those forms of madness with which we are familiar. Our Lord seems to have taken the current belief on the subject, just as he accepted current interpretations of the Old Testament." So, again, with the two feedings of the multitude: whether we have two variants of the same miracle is left an open question, but Dr. Abbott's naturalistic interpretation is not alluded to. Again, in the note on Abiathar the high priest: "Our Lord himself may have made the slip, which is only equivalent to a mistake in a date, and does not affect his argument." Specially excellent are the notes on the meaning of the parables, *e.g.*, the Sower. Such a guide to the Gospels is worth a wilderness of Dr. Smiths and Dr. Maclears.

Homeri Opera, recognoverunt brevique adnotatione critica instruxerunt DAVID B. MONRO et THOMAS W. ALLEN. 2 vols. (Clarendon Press.)

The two volumes before us contain the text of the "Iliad" in an edition that is likely to remain for long the standard one in England. To touch first on its critical aspect, as compared with van Leeuwen and the Dutch school, the Oxford scholars must be described as sternly conservative. True acquaintance with Homer, they urge, is shown by an admission of ignorance as to much that concerns his language. Assuming, as most authorities now do, that he used the ancient dialect of the Achæans and was translated by Ionian rhapsodists, we cannot recover his poems in the original form; we must therefore be content with the vulgate current in Greek in the best ages. Holding these views, the editors aim at, and offer to us, a consistent, but not a primitive, text. To construct it they have used about a hundred and thirty codices; what they have produced is a witness to the sober and well balanced scholarship that survives in England. There is no question as to the place that the book will occupy. Apart from its intrinsic merits, the Oxford edition is put far in advance of Teubner's, its natural competitor, by its type, paper, and binding. In all these respects it is admirable. We have, however, a complaint to make, a complaint that it ought not to be necessary to direct to the Clarendon Press: neither title-page nor preface is dated. The Delegates would satisfy a general demand by issuing at once interleaved copies of the work, and their own consciences by making good the defect to which we have called attention.

Physical Determinations. By W. R. KELSEY. (Price 4s. 6d. Arnold.)

This volume contains an unusually varied and well chosen collection of examples in practical physics. Instructions are given for nearly two hundred determinations in all branches of physics; yet the book is not unwieldy; for it is assumed that the student who uses it will have the assistance of a demonstrator, and therefore minute directions are not provided. Sufficient explanation is given to enable a student who understands the theory of the experiment he is about to perform to make a start in fitting up his apparatus. The subject-matter is well and clearly arranged, and diagrams are both numerous and excellent. Many teachers will find this a most useful store from which to select experiments suited to their more advanced students.

Messrs. Cassell are republishing in fortnightly parts, price 1s. net, their illustrated edition of *Social England*, thus bringing this treasure-house of history and archaeology within reach of the humblest library.

ERRATUM.—The price of Robinson's *History of Rome* is 3s. 6d., not 6d., as was stated by a misprint.

SAFE NOVELS.

Jan van Elselo. By GILBERT and MARION COLERIDGE. (Price 6s. Macmillan.)—Jan van Elselo was a page in the service of William the Silent, entrusted with a secret mission at the moment when Philip II. was meditating the introduction of the Inquisition into the Netherlands. Light-hearted and boyishly reckless at the outset, Jan acquires seriousness as the seriousness of the times impresses itself upon him. We witness in his company a succession of fine historical tableaux—the finest and most horrible being an *auto de fe*—and we become interested in him and his fortunes, and the fortunes of the lady he loves and ultimately marries. Jan is of the reformed faith, Dorotea is a Catholic, and the difference keeps them apart for a time. Adversity, however, brings them too close for any but an official separation to be possible, and the last scruple about their union is removed from the mind of Dorotea by the wise and affectionate words of the Prince of Orange. The title-page tells us that the novel is the joint work of Mr. and Mrs. Coleridge. But the collaboration achieves such complete harmony of effect that we should not suppose the book to be the product of more than a single mind. Possibly, however, the double authorship accounts for a certain externality in the presentment of the hero; which is a fault. Clever, well written, interesting, the book yet fails to take a strong hold on sympathy and imagination. One wants to know the characters

more thoroughly from within: one is not so much concerned about their fate as one ought to be. "Jan van Elselo" is an historical tale of the useful class that help the general student of history to keep historical events in place; but higher than this it does not rank.

The Romany Stone. By J. H. YOXALL, M.P. (Price 6s. Longmans.)—Mr. Yoxall's novel "The Romany Stone" is very stimulating reading. One fears on the first page that the story is going to be told in dialect all through. But this fear is dissipated before the power of attention is exhausted, and the grateful reader is refreshed by continual breaks in the autoptic narrative. Author and hero share the business of narration between them, and so the story gets along comfortably. Not that the novel is exactly a comfortable one. It is a romance of the end of the eighteenth century, in which an honest yeoman, Michael Scargill, is cheated of his sweetheart by an adventurer in whom the blood of gypsies mingles with the blood of popes. At the boarding school at Derby, Dahlia, the wayward, has heard of "journeys and cities, fashion and dress and whirl, exquisite wooings by passionate gallants." And when Aldo Lee, sculptor, gentleman, and foreigner, comes into the quiet of her farmhouse life, she forgets constancy and marries him secretly in the Catholic chapel. But Aldo turns out to be a shifty person, and before long a warrant is out against him, and the King's officers are in pursuit. Then it is that the cast-off lover and trusty cousin is called to the rescue. There is bustle and mystery, pursuit, capture, rescue, and much good comedy by the way, with the introduction of an interesting variety of secondary characters, all vivid, individual, and to the purpose. In short, "The Romany Stone" is far above the average in cleverness and originality.

CHRISTMAS BOOKS.

The Last of the Cliffords. By ELIZA F. POLLARD. (Price 5s. Nelson.)—It requires some courage to embark on a volume of such portentous thickness, but the book is well written, and the times of Charles I. give plenty of opportunity for picturesque scenes and heroic deeds. A good many historical characters are introduced, and the heroine is, as the name shows, Anne Clifford, first Countess of Dorset, and then Countess of Pembroke, and the siege of Skipton Castle is a feature of the story. John of Linton somehow does not turn out such a striking personality as one is led to expect in the beginning, and his vacillating conduct on his return from his attendance on the ex-Queen of Bohemia is scarcely in keeping with what we are told of his character. There are some good illustrations.

The Cruise of the Katherine. By JOHN A. HIGGINSON. (Price 1s. Nelson.)—This is a small book, and contains about as many storms, shipwrecks, and massacres as can conveniently be compressed into it. The story is harmless, but the style does not greatly commend itself to us. "Oh! it was the most awfully shocking piece of fiendish cruelty human mind ever conceived," savours of the "shocker."

Fifine and her Friends. By SHEILA E. BRAINE. (Price 1s. 6d. Nelson.)—A charming little story, well written and natural. There are many touches of humour in the descriptions of the people of St. Jouen—Monsieur de Fontenay's momentary triumph over his bicycle, for instance—but it is all kindly, and the book is very pleasant reading.

The Lost Squire of Ingleswood. By THOMAS JACKSON. (Price 2s. Nelson.)—A story of a recovered treasure and a restored father, in which two runaway schoolboys take part. One cannot quite see why Welland takes the boys with him in his search for Robin Hood's caves, but the author does not stick to anything so commonplace as probabilities, from which, indeed, the book is entirely free; it would, however, serve to while away an idle hour.

Sal's Sharpshooters. By HAROLD AVERY. (Price 3s. 6d. Nelson.)—An amusing story of how some small boys started a volunteer corps, consisting of two officers and a colour-sergeant (the nursing staff being represented by a pretty sister), for the defence of the country in case of need. The boys and Alison are delightfully natural, and their squabbles, scrapes, and performances will entertain all who read of them. The book is nicely illustrated by R. C. Petherick.

At the Point of the Sword. By HERBERT HAYENS. (Price 5s. Nelson.)—The scene opens in Peru at the time of the War of Independence. The hero, Jack Crawford, is half Spanish, half English by birth; his father is on the patriot side and a warm friend to the Indians, who do the son many a good turn in consequence. Jack joins General San Martino's army, and sees plenty of hard service as *aide-de-camp* to Colonel Miller, whose untiring energy gives little rest to his followers. Altogether Jack has an exciting and adventurous career, till the battle of Ayacucho gives victory to the Peruvians. The fighting among the mountains is well described; but some parts of the story seem a little spun out. San Martino appears as the real patriot, sacrificing himself for his country, in contrast to Bolivar's personal ambition.

Stanhope. By E. L. HAVERFIELD. (Price 3s. 6d. Nelson.)—A pleasantly written tale of Cromwell's days. The plot is of the slightest, but one of the girls, Hope, is nicely drawn (we must confess to finding Mara rather a bore), and Myles is likeable, though his sense of duty is rather oppressively strong. It was surely an overstrained sense of

honour which decided him to marry the vulgar hoyden who personated Dorothy Stanhope, simply because he had, as a mere child, talked of Dorothy as "his little wife."

The Boys of Waveney. By ROBERT LEIGHTON. (Price 6s. Grant Richards.)—A school story with plenty of variety of the kind that interests boys—sports and quarrels and misunderstandings, to say nothing of foul play on the part of the black sheep of the fold. There is a little too much sentiment, and the hero is almost impossibly forgiving; but the American boy is a good fellow—a sort of young Sherlock Holmes—so that the reader is willing to pass over the unlikelihood of his possessing a cigarette-case of pure gold with his initials in diamonds, and of his being able to give an hotel dinner in his study and have an hotel waiter to serve it. There are some good illustrations by Gordon Browne.

Ralph Wynward. By H. ELINGTON. (Price 2s. 6d. Nelson.)—A very good story. Ralph runs away from home in a boyish fit of ill-temper because he has been punished, and, as a sequel, passes through many dangers, which culminate in the sack of Youghal by the Earl of Desmond in 1579, of which a vivid picture is given.

(1) *Mistress Dorothy.* By DOROTHEA MOORE. (Price 1s.) (2) *Judith's Mission.* By M. C. S. (Price 1s.) (National Society).—"Mistress Dorothy" is very prettily told, and every one will like the brave little maiden who beards Colonel Kirke in the midst of his "Lambs" to save her brother's life. "Judith" would be very nice if she were not quite so full of her mission and determination to do some deed of kindness every day. Except in a story-book, Mrs. Cresswell's conversion would be less speedy.

Mother Hubbard's Cupboard of Nursery Rhymes. (Price 1s.) *Red Riding Hood's Picture Book; Fur Coats; Beaks and Bills; Pet's Playtime; Sunny Hours.* (Price 6d. each.) *Country Cousins; The House that Jack built; Ride-a-Cock-Horse; Pick-a-back; Red Indians; What's o'Clock?* (Price 3d. each.) (Nelson.)—There has been a wonderful advance of late years in cheap coloured picture-books for children. The pictures in "Mother Hubbard" are nicely drawn, but the colouring is rather crude. It is softer and more pleasantly blended in "Red Riding Hood," "Sunny Hours," "Country Cousins," and "The House that Jack built." Four coloured pictures, not counting the covers and several black-and-white ones illustrating the various bits of poetry, is good measure for 3d.

(1) *The Friend of Little Children.* (Price 3s. 6d.) (2) *Sunday Afternoon.* (Price 2s. 6d.) (Nelson.)—The first of these is a short life of Christ: it is simply written, and suitable for children, and illustrated with large coloured pictures, many of which are distinctly above the average of such publications. It is a pity that the face and colouring of Mary vary in the different pictures. "The Return from Egypt," "The First View of Jerusalem," and "The Calling of John and James to be Disciples," are particularly good. "Sunday Afternoons" contains short Bible stories such as any child could understand, with a coloured picture to each, some of which are effective.

Bo-Peep. (Price, picture-boards, 2s. 6d.; cloth, 3s. 6d. Cassell.)—An attractive volume for little people, with plenty of pictures and short stories; some, indeed, are so short that they seem to end almost before they have well begun. There are verses and comic illustrations, and eight large coloured plates.

Tiny Tots. (Price, picture-boards, 1s. 4d.; cloth, 1s. 6d. Cassell.)—Contains stories and pieces of poetry to suit small children. It has one coloured plate, and a variety of illustrations in black and white. There are also some nursery rhymes set to music.

A Happy Failure. By ETHEL DAWSON. (Price 1s. 6d. Nelson.)—Is it such an original idea for impoverished ladies to turn their hands to keeping a superior boarding-house, or does the originality lie in what seems otherwise a needless deception—that of Mrs. Lenthall's three daughters pretending to be merely "lady-helps"? Surely this plot is already beginning to show signs of wear. There are, of course, three young men who turn up conveniently and carry off the three fair daughters with a promptitude which hardly gives the boarding-house a chance of success. The plucky way in which the girls set to work and make light of their difficulties, however, gives a pleasant tone to the story.

By Dulvercombe Water. By HAROLD VALLINGS. (Price 6s. Macmillan.)—This is a story about the time of the Monmouth Rising; the plot is cleverly constructed, and no one can fail to be interested in the exciting adventures and hairbreadth escapes of Will Estcote and Mistress Bethune, or to rejoice in the defeat of the wicked Sir Hardress. Nor must we fail to mention Parson Champion, who has many a redeeming and loveable point in his character and shows himself a true friend in need, though his ways are not always strictly parsonic.

Three Scottish Heroines. By ELIZABETH C. TRAIK. (Price 1s. 6d. Nelson.)—The stories of these three heroines are told with a good deal of spirit, and have the additional charm of being founded on fact. They should serve to pass a pleasant hour.

Fallen Fortunes. By E. EVERETT-GREEN. (Price 3s. 6d. Nelson.)—Though the fortunes of Grey Dumaresq fall low at times, his star is on the whole a lucky one, and we leave him the writer of a popular romance and the husband of the beautiful and much-sought Geraldine Romaine. The story is well told, and the illustrations by W. H. Margetson are distinctly good.

To Girls. By HELOÏSE EDWINA HERSEY. (Price 4s. 6d. net. Ginn.)—This is written in the form of a series of letters to two girls, one the college girl, and one a girl whose education has stopped short of college. The subjects of the letters are many and varied, such as Choice of Studies, Civic Opportunities of Women, the Observance of Sunday. They do not, perhaps, discuss them very deeply, but sufficiently to be enlightening, and through all there runs a good vein of common sense and experience. The book should be distinctly helpful to girls, and it is written in a pleasant and easy style.

A True Knight. By LADY DUNBOYNE. (Price 1s. 6d. National Society.)—A story with plenty of excitement and interest in it. Rex, the hero, is perhaps rather unnaturally blind to Greta's faults; but, since his devotion leads her back to the paths of virtue, we must not complain.

In Flora's Realm: A Story of Flowers, Fruit, and Leaves. By EDWARD STEPHENSON. (Price 3s. 6d. Nelson.)—This book, which has been written for children in an easy conversational style, purposes to treat of the "practical" side of botany as opposed to the "theoretical." In dealing with various branches, from the forms of leaves and flowers to pollination and the forms and distribution of seeds, very few, and no unexplained, technical words have been used, so that any child could understand it, and the black-and-white drawings in illustration are numerous and admirably done. The coloured plates are less successful, but the reproduction of the natural colours of flowers is most difficult. The book is full of interest, and Uncle Jack does not confine himself to English flowers only, but describes also some rarer foreign kinds, like the giant Rafflesia and Californian pitcher plant. It is suggestive, and would make children eager to see for themselves and make fresh discoveries among the flowers on their own account.

Just So Stories. By RUDYARD KIPLING. (Price 6s. Macmillan.)—With Mr. Rudyard Kipling as Imperial Poet Laureate, his dithyrambs and epistles in the *Times*, we are not concerned. It is only "when the Rudyard ceases from Kipling" that he comes within our purview. "Stalky & Co." was a bad book, and we said so *sans phrase*, the chaff and daff of a second-rate public school. The prodigal has come home again, returned to his native jungle and the days of early innocence. The dailies and the weeklies have vied with one another in slaying the fatted calf: "nos humilem feriemus agnum." "Just So Stories" is a genuine child's book, and will delight the "dearly beloved" to whom it is addressed, who will not be repelled, but rather flattered, by the mysterious glamour of *plusquam*-Homeric compound epithets and Miltonian polysyllables; while their elders who read it aloud to them will relish the sly humour and topical allusions. La Fontaine in the shades will welcome Kipling as a brother fabulist.

Conan the Wonder Worker. By MARY H. DEBENHAM. (Price 3s. 6d. National Society.)—This story of a Norse Viking and his prisoners is well written and interesting. The wonder worker is a pathetic figure, a true missionary in spirit and readiness for self-sacrifice. There is, somehow, a sense not exactly of weakness, but of something wanting of the vigour and force suitable to such a theme. We cannot but think that Miss Debenham is at her best in her stories of home life, in which she shows great capacity for true and delicate insight into character.

The Heart of the Ancient Wood. By CHARLES G. D. ROBERTS. (Methuen.)—Miranda Craig is a sort of female "Mowgli." If she has not been brought up by a wolf, she is on such terms of mutual understanding with a bear that she gains a freemasonry with all the wild dwellers in the woods, so that none dream of harming her, and the fiercest panther forgoes his prey at her bidding. We may not quite accept Miranda's feats as gospel, but the story has great fascination about it. As we read, we feel penetrated with the solemn silence of the lonely woods, and seem to catch the furtive movements of their myriad inhabitants, each in fear of being the prey of something stronger or crueller than itself.

Chums Yearly Volume. (Price 8s. Cassell.)—A glance at the serial stories, and their illustrations, tells us that the new volume is no whit behind its nine companions in wild and daring adventures and wonderful escapes by flood and field. Interviews, sports, pets, and prizes are staple products of a boy's magazine, and this volume contains also some short papers on school fashions and customs, and pictures of barrack life; while Mr. David Ker—a favourite author—contributes some very startling "adventures in out-of-the-way places." Beside the large number of black-and-white illustrations, many of which bear Mr. Paul Hardy's well known initials, there are thirteen coloured plates. "Running the Gauntlet," by G. D. Rowlandson, is among the most successful.

The Romance of Modern Invention. By A. WILLIAMS. (Price 5s. Pearson.)—Modern invention is so wonderfully prolific that it is hard to retain even a superficial grip of the advances which it is making. Mr. Williams not only helps us to do this, but even gives an explanation of the mysteries of the inventor as full as the lay mind is capable of appreciating. His style is bright and interesting, the chapters which deal with the telautograph and with submarines being particularly happy. The volume is illustrated by photographs and a few diagrams, which help to explain the more complicated pieces of machinery.

Stories of Charlemagne. By Prof. A. J. CHURCH. (Price 5s. Seeley.)—The names of the twelve great peers of Charlemagne's Court

are so well known that little else is needed to attract the reader to this book. Roland and Oliver and Oberon are names to conjure with; and Prof. Church's book has no lack of interesting situations or exciting events. If there is anything to blame in the volume, it is the lack of the personal element. The old chronicles have been too freely clipped and shortened, so that in places the reading becomes dry and flags. On the whole, however, the book is a good one for children, and Morrow's illustrations are good in colouring and design.

The Boy's Own Annual, 1902. (Religious Tract Society.)—The *Boy's Own Paper* still maintains its high position among boys' periodicals. The *Annual* offers to its readers serial stories by David Ker, G. Manville Fenn, J. Finnemore, Gordon Stables, W. G. Cole, &c., with innumerable short stories and papers on most subjects under the sun. Dr. Gordon Stables continues his advice as to how to be healthy and wise, and how to treat various feathered and furry pets. Indoor and outdoor sports, cycle rides, instructions "how to make" all kinds of things, help to make up a volume of unfailing interest to any right-minded boy. There are twelve large coloured illustrations, including "The Battle Call," an effective picture by J. T. Nettleship. "On Guard" and "Bronze and Gold" also come out well.

A Lost Leader. By DOROTHEA TOWNSHEND. (S.P.C.K.)—The lost leader is Major-General Thomas Harrison. We have here a somewhat different presentment of him from the one given in "Woodstock." Harrison is a sort of *preux chevalier*, and the memory of his life and teaching inspires a younger Harrison, his nephew, according to the story, to carry out his precepts as far as may be. Dick Harrison is for the most part flying for his life, or in hiding from his enemies, whom the Restoration has brought back to power, and his wooing of Audrey Perriert is carried on under difficulties.

The Pick of the Basket. By PHOEBE ALLEN. (S.P.C.K.)—A story with a moral; it is pleasantly written, and shows in a sufficiently ingenious way how one small deception may lead to serious consequences, insignificant as it may appear to begin with, and how the consciousness of deceit in ourselves gives rise to suspicion and distrust of others.

All Astry. By ASCOTT R. HOPE. (Price 3s. 6d. A. & C. Black.)—The adventures of two small boys who run away from school and come home again after the first term, one in a hamper and the other in a brown paper parcel, afford plenty of scope for Mr. Ascott Hope's special vein of humour. Like the Greeks of Herodotus, he has the gift of perpetual boyhood, and knows, instinctively, what boys feel and how they talk. Public-school boys will turn up their noses at the book as milk for babes, but their small brothers in the preparatory will relish it like tippy cake or Turkish delight.

Foundations. By Mrs. WALTER WARD. (Price 2s. National Society.)—This seems to us somewhat lacking in interest, and throughout we are annoyed by the incessant use of italics. Also the shortness of the chapters seems to cut up the story unnecessarily.

The Girls' Empire. Annual Volume. (Price 5s. Andrew Melrose.)—In these days of competition a monthly magazine for girls has to aim at a high standard if it is to succeed. The volume before us contains much that is of interest, a series of articles on "How to be Strong" and "Cosy Corner Chats," for instance; but the longer stories and the poetry seem to us rather poor, and the illustrations are in many instances very inferior.

A Little Cockney. By S. G. (Price 1s. 6d. Nelson.)—A nice little story about the country as viewed by the eager eyes of a little cockney.

The Girls' Own Annual, 1902. (Price 8s. Religious Tract Society.)—This *annual* should suit the taste of all sorts and conditions of girls. For the thorough-going schoolgirl there is the history of "Pixie O'Shaughnessy," by Mrs. Vaizey; the more sentimental young lady can turn to "Silent Strings," by Sarah Doudney; these seem to us the best of the serial stories. There are several interesting articles on women artists, and among the shorter stories we should particularly call attention to "Barty's Star," by Norman Gale, which is most attractive and is charmingly illustrated by Gordon Browne. Besides the stories, there are articles on cooking, dressmaking, and other subjects, such as "Practical Points of Law." The volume is, as usual, nicely got up, and the illustrations are for the most part good.

The Other Boy. By EVELYN SHARP. (Price 4s. 6d. Macmillan.)—A story of five children, who certainly do not show their most attractive side in the conversations recorded of them, which largely consist in petty squabbles and recriminations. Charlotte—"Charley," as she has been nicknamed, as it is she who fraternizes with Fred, the only boy—is by far the most pleasing of the children, and her childish struggles between loyalty to her chum and her sense of justice and pity for the "other boy," who has received a by no means pleasant reception, are cleverly described. One of the best scenes in the story is the meeting of the children with the new governess—before they have discovered who she really is.

The Nation's Pictures. (Price 12s. Cassell.)—This is one of the most successful examples of the three-colour block process that we have seen. Some of the pictures are admirably reproduced. We should specially mention Watts's "Prayer" as quite excellent, and there are many others of almost equal merit. In a few cases the

colouring, and in others the relative light and shade, seem to suffer in the process of reproduction. The selection of a number of pictures must always be a question of individual taste; but, on the whole, these have been chosen with taste and judgment.

Westminster Abbey. A Series of Picturesque Views in Photogravure, with Descriptive Notes. Approved by the Dean. 10 Plates. By WILLIAM RICE, F.R.P.S. (Price £2. 2s. Allen & Co.)—Among the more costly Christmas books for the year this heads our list. Mr. Rice has been particularly happy in choosing his points of view. Whilst the detail is so perfectly reproduced that even the inscriptions on the monuments are legible, the broad effects of light and shade are in no wise impaired. The two Cloisters and the Chapter House are pictures of which an artist might be proud.

The New Pupil. By RAYMOND JACBERNS. (Price 4s. 6d. Macmillan.)—This is the story of the school-days of a wild little girl called Pollie Quebe. Though the theme may sound hackneyed, the tale is well worth reading, for the author shows a distinct power of character drawing. Miss Hammond's illustrations are, as usual, pretty and finished productions.

The Coronation Book of Edward VII. By W. J. LOFTIE, B.A., F.S.A. (Price 10s. 6d. Cassell.)—This is a most handsome volume, profusely illustrated both in black-and-white and in colours. Those who wish for information on the subject could hardly find a more exhaustive treatise than this, which ranges from the history of the ceremony to the smallest details of the decorations.

Peterkin. By Mrs. MOLESWORTH. (Price 4s. 6d. Macmillan.)—In outward appearance this resembles a long line of Christmas stories which had a special charm of their own, but when we turn the pages we somehow miss the old inspiration. These are not the children of "The Cuckoo Clock," of "Herr Baby," and "Us"—something of the form is there, but much of the spirit is gone. It is a well written, quite readable story, but the others were more than this. Mrs. Molesworth's very popularity may have induced this state of things. She has been urged by it to supply more books than an author can produce and yet keep at her best.

Messrs. J. M. Dent and Co. send us a most dainty little volume of *Fairy Tales from Hans Christian Andersen*, illustrated by T. H. C. and W. H. ROBINSON, bound in blue cloth, price 1s. 6d.; the frontispiece is a very effective and pretty coloured picture of the Little Mermaid, and the selection of stories is good.

REPRINTS AND NEW EDITIONS.

A Child's History of England. By CHARLES DICKENS. Illustrated by PATTEN WILSON. (Price 5s. Dent.)—In his extravagant panegyric of Dickens, this "History" is the one work that Mr. Swinburne excerpts from the bead-roll of immortality, and, as we re-peruse a book that we greatly admired some forty years ago, we must confess that the style is crude and the treatment uncritical. Much water has passed under London Bridge since Dickens summed up the character of Henry VIII. as "a most intolerable ruffian, a disgrace to human nature, and a blot of blood and grease upon the history of England." Still, for children crudity is better than dullness, and the rising generation will, doubtless, treasure this handsome volume with Mr. Wilson's bold illustrations.

Don Quixote, illustrated by W. HEATH ROBINSON (price 5s. net, Dent), is a companion volume, which, speaking in *loco parentis*, we should greatly prefer for our children. The editor, who is anonymous, has done his work of expurgation and abridgment with skill. Some of the illustrations—the Curate and Sancho Panza with Dapple—are excellent.

(1) *Cranford*. By Mrs. GASKELL; illustrated by HUGH THOMSON. (2) *The Vicar of Wakefield*. By OLIVER GOLDSMITH; illustrated by HUGH THOMSON. (Price 2s. each. Macmillan.)—These are new and attractive editions, in good clear type, prettily bound in cloth; the only fault to be found with them is that the margins are somewhat unduly curtailed.

(1) *Little Miss Peggy*; (2) *Tell me a Story*. By Mrs. MOLESWORTH. New Editions. (Price 2s. 6d. each. Macmillan.)—We are glad to see fresh editions of two old favourites, with the illustrations by Walter Crane which add to the many attractions of Mrs. Molesworth's earlier stories.

We have received from Messrs. Macmillan new editions of *Peter Simple* and *Mr. Midshipman Easy*, by Captain MARRYAT, with introductions by DAVID HANNAY, and numerous illustrations. They are nicely bound in cloth, price 2s. 6d. each, and the print, though not large, is clear.

We have received from Messrs. Macmillan & Co. new editions of *The Dove in the Eagle's Nest* and *Unknown to History*, by CHARLOTTE M. YONGE, price 2s. 6d. each. They are nicely bound in cloth, and the print is clear and good. The illustrations are hardly satisfactory. The best is the frontispiece to "The Dove in the Eagle's Nest," a story which is deservedly popular.

We have received from Mr. Elliot Stock a cheap edition (price 2s. 6d.), nicely got up, of *Tom Andrews*, a well written story of Board-school life by the BISHOP OF BLOEMFONTEIN.

CORRESPONDENCE.

THE ISLEWORTH INTERNATIONAL COLLEGE.

To the Editor of The Journal of Education.

SIR,—All interested in education have to thank Mr. P. A. Barnett for his admirable article in the October number of *The Journal of Education* on the necessity of an authoritative lead being given, if possible, by some responsible corporation on the problems of practical education. One sentence, however, must grate rather harshly upon the ears of any former masters, pupils, or friends of the late London International College at Isleworth; and, as one who gave nearly sixteen years of hard work as Head Master of that college, I may, perhaps, be allowed to supply a few details of its history which might at the same time serve as a slight contribution to the problem, even if recording a failure. Mr. Barnett says:

Until quite recent days public schools of the first degree which boldly set before themselves another ideal than that of gaining distinctions at the two older Universities have mostly dragged on a miserable existence towards painful self-extinction, as was, for instance, the case of the Isleworth International College, built on the prescriptions of Huxley and Tyndall, and blessed by Cobden.

The late Prof. Huxley certainly did kindly draw up a scheme for the proposed teaching of natural science, which was, however, far too elaborate to adopt in its entirety for a school course; and Cobden would doubtless have blessed the attempt to teach French and German as living languages had he not died in April, 1865, more than two years before the College was opened by His Majesty (then H.R.H. the Prince of Wales).

The original idea of the International Education Society was to found similar colleges abroad, but this idea had already been abandoned under the rule of my predecessor, the late Dr. Leonard Schmitz, formerly Rector of the High School at Edinburgh, where he had also acted as tutor to the then Prince of Wales and Duke of Edinburgh. Apart from financial considerations, it was considered unwise to send more than two or three English boys to the same institution abroad, and this part of the scheme resolved itself into merely ascertaining where pupils going abroad could be most suitably placed (without any pecuniary advantage to the London college), while at the same time it was found advisable not to break into a boy's English school course, but preferably to recommend holiday courses or a period of residence abroad after leaving the English school. A small percentage of foreign pupils also came to the College, principally through the foreign embassies.

Though essentially a modern school with a small classical side, Latin was taught from the lowest form, together with French and experimental chemistry and physics. There was also a systematic teaching of the mother tongue throughout the school, including literature and composition, the latter being taught in the lower forms through the reproduction of a tale told or read, or of some experimental work performed.

In the Middle School, Greek and German were added to the curriculum as alternative subjects, and the time hitherto devoted to English was curtailed. In the Upper School, one of the English hours was given to the study of social economy, the subject being frequently utilized for English composition. The usual mathematical subjects were, of course, taught, and of the two hours devoted weekly to drawing by every pupil one, at least, was utilized for geometry.

For physical training, each form had one of the school hours on Saturday mornings for instruction in gymnastics and drill under the supervision of the Head of the London German Gymnastic Society, besides the out-door games usually indulged in at public schools (in which the College fully held its own); also at the end of each teaching hour from five to ten minutes were allowed for out-door exercise while the classrooms were being ventilated. In connexion with this, and partly perhaps as a consequence, it may be mentioned that not a single death occurred at the College during its existence, nor was it visited by any epidemic.

Outside school hours, in addition to games, we had a workshop, a printing-room, a library, a debating society, also a natural history society, in connexion with which a fairly representative museum was gradually formed, principally from collections by the pupils themselves on their field-days and during their vacations and from contributions from former

pupils; there was also a small nursery garden in which many of the shrubs and trees planted about the grounds were reared.

Though at first scarcely any pupils proceeded to the older Universities, later on several open scholarships and exhibitions were gained, including more than one major scholarship at Trinity College, Cambridge; one of the last pupils to do so became Senior Wrangler, and had sufficient physical energy left to row in the Cambridge University boat.

In natural science former pupils hold professorships at Cambridge, Owens College, and Liverpool. Among others, several represent constituencies in Parliament; many are respectively barristers, solicitors, doctors, architects, members of the Indian and Home Civil Service, the Diplomatic Service, and of the Woods and Forests Department; also a number are civil, mining, or electrical engineers at home or in the colonies and in foreign countries. It might also here be mentioned that, while the Royal Geographical Society's medals were offered for competition among the public schools, the International College gained its fair share both of medals and of honourable mentions.

More than one former pupil has had his pictures exhibited in the Royal Academy, and, of one or two successful authors, one has gained the prize offered by the *Academy* for the best book of the year, and has been entertained as a guest by the Society of Authors. Several are officers in the Army: one (now holding the rank of general), after doing good work in Egypt and the Soudan under Lord Kitchener, was sent for by him to join him in South Africa, where he has done excellent administrative work.

Perhaps the greater proportion of old pupils have become merchants or manufacturers, or are otherwise connected with commercial or financial pursuits (one of them is a Director of the Bank of Ireland), many of them at the same time being occupants of the magistrates' bench. As some evidence that many of these former pupils look back with a certain amount of affection on their old school, an *Old Boys' Gazette* is still published and circulated amongst them; indeed, much of the above information is obtained from its pages.

Among educationists, other than those referred to below, who were interested in the work of the International College, and who sent their sons there, were the late Dr. Hodgson, the Right Hon. Sir M. E. Grant Duff, and Sir Joseph Hooker.

I venture to think the failure of the College was more financial than educational. Financially, it was scarcely possible for it to have succeeded, given the conditions of its foundation. It had no endowment fund like that of the older public schools; it had also no large proprietary fund like that of the later foundations, where a proprietary body subscribes the necessary funds for the purchase of land and the erection of school buildings, receiving in return a nomination or other equivalent. One educational enthusiast alone advanced £20,000 for this purpose, and, later on, another advanced an additional £10,000 for the purpose of adding a wing to the first building, for fitting up a large laboratory and more class-rooms, and for building a large gymnasium. A small proprietary body, having subscribed a few thousand pounds for furniture and working capital, took a lease of fifty years of the land and buildings, on which they eventually paid over £1,000 per annum as rent or interest besides doing all repairs, &c.

This was a heavy first charge on a school with an average from first to last of about one hundred pupils, and where the highest fee charged was 90 guineas, inclusive of all subjects taught in the curriculum. In good years, however, this rent was not found too heavy, and, besides paying 5 per cent. to the small proprietary body, more than £2,000 of the original loan was paid off. In less prosperous years, however, it was different, but the landlord was generally ready to make concessions during his lifetime. His successors, rightly enough considering their property an asset, tried to sell it, subject of course to the remainder of the lease held by the proprietary body. This lease proved somewhat of a stumbling-block, and eventually it was abandoned on mutual terms, time being given to parents to place their sons elsewhere and the teaching staff to find other appointments, when the proprietary body was voluntarily wound up after an existence of rather more than twenty-two years.

It has since transpired that several wealthy former pupils, had they known of the financial status of their old school, would gladly have advanced the necessary funds to have placed it on a sound proprietary basis; and, had this happened, it is

(Continued on page 770.)

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probable that the London International College might still have been working more or less successfully in the field of education.

H. R. LADELL.

THE REGISTER AND SCOTCH SCHOOLS.

To the Editor of the Journal of Education.

SIR,—Having recently applied for registration under Column B, I have received a letter from the Registrar explaining the conditions of registration, but adding that, as the Registration Council is subject to the authority of the Board of Education, whose jurisdiction does not extend beyond England and Wales, it does not propose to recognize schools for the purposes of registration which are not within their jurisdiction, certain exceptions being made in favour of an Irish institution named in Appendices B and C of the Order in Council.

Now this regulation is likely to hit some of us very hard, if interpreted strictly, though I fancy I can see a loophole of escape in the general regulations. When writing I suggested that forms should be sent to various Scotch schools, where I know that many Englishmen are engaged at work, some of whom, at all events, would be willing and desirous to be put on the Register. But service in a Scotch school will not count, apparently, even for those who, like myself, have worked for the greater portion of their time in English schools. The condition laid down, under which presumably most of those who want immediate enfranchisement will apply, states that the applicant "must have been engaged during the three years next preceding his application as a teacher at a recognized school or schools." It is the words "next preceding" which would exclude many, though surely it would be illogical to exclude any who could show that they had served the required three years simply on the ground that later on they had taken posts not in England or Wales. It is true that, in the clause which provides for the admission of those who can produce evidence of theoretical training, the words are simply "experience in teaching . . . extending over a period of not less than three years," but even this will hit hardly the seniors among us. Surely it would be possible for the Registration Council to satisfy themselves without much difficulty of the fitness of schools elsewhere than in England or Wales to give suitable practical experience. Otherwise I fear that when registration becomes a necessity—the sooner the better—no Englishman will ever dare to leave his native land, not even for the friendly borders of the Scotch.—Yours faithfully,

F. H. MATTHEWS.

Blairlodge School, Polmont Station, Stirlingshire,
September 10, 1902.

THE STATE ASSISTANCE OF LAW-BREAKERS AS LAW-MAKERS. — ILLITERATES AS LAW-GIVERS. — THE STATUTORY CONDEMNATION OF ILLITERACY.

To the Editor of The Journal of Education.

SIR,—I should like to point out that it is now high time that those who have neglected to learn to read the language that records their country's laws should no longer be specially assisted in voting for law-makers. Law-breakers in this respect deserve no assistance concerning the selection of law-givers.

After so many years of obligatory but gratuitous education, those who might have availed themselves of the Education Acts should find their illiteracy regarded as an aggravating (not extenuating) circumstance when convicted of crime. This especially applies to offences whereto illiteracy may have conduced. Illiteracy under such circumstances should involve liability to additional detention or limitation of liberty for the purpose of a belated fulfilment of the evaded law of education. To the expenses involved, even in the case of adult offenders, the parents who might have had them educated gratuitously should henceforth be liable to contribute. If possible, also, any educational authority which had failed to enforce the offender's school attendance should be similarly liable. Let there be, at least, a statutory condemnation of illiteracy.—I am, yours truly,

October 23, 1902.

CHARLES G. STUART-MENTEATH.

A PRACTICAL ENGLISH GRAMMAR.

To the Editor of The Journal of Education.

SIR,—Will you permit me to reply to one or two direct questions put to me by the reviewer of "A Practical English Grammar" (*Journal of Education*, October, 1902)?

Your reviewer quotes the example, "Kind hearts are more than coronets [are much]," and remarks: "This is surely a forced explanation; how would Mr. Ritchie supply the ellipse in 'more than enough,' or how would he account for 'than whom'?" My explanation of the ellipse in "Kind hearts," &c., may be forced; but it is, I believe, that usually adopted—and I do not know of any better. It is generally held that, in such a sentence as "A is larger than B," the words "is large" must be supplied; I have simply applied this method to the example in question. If the word "much" is considered awkward, the word "something" might be substituted; but there is an obvious advantage in regularly supplying the ellipse after "than" by the positive degree of the same adjective or adverb that appears in the principal sentence.

The ellipse is easily ascertained by (1) substituting "though" for "than," or (2) by reversing the order of the clauses, thus: "Coronets are much (or something); kind hearts are more." I should explain "more than enough" in the same way, though here the word "much" is certainly awkward. Thus "(much or) such and such a quantity is enough, this is more" = "This is more than (such a quantity) is enough."

I have referred to "than whom" on page 159, but have not attempted to explain it. Mr. Mason says that "no satisfactory syntactical explanation can be given" of this anomalous construction.—I am, Sir, yours truly,

FRANK RITCHIE.

Sevenoaks, October 7, 1902.

THE CAMBRIDGE TRAINING COLLEGE FOR WOMEN.

To the Editor of The Journal of Education.

DEAR SIR,—The Council of the College would feel much obliged if you would kindly notify to your readers the appointment of Miss Helena L. Powell, now Head Mistress of the Leeds Girls' High School, to the post of Principal of the Cambridge Training College for Women. Miss H. L. Powell (Newnham College, Cambridge) obtained a First Class in the History Tripos of 1884. She was for seven years assistant mistress in the Oxford High School for Girls, under Miss Bishop and Miss Soulsby, and since then Head Mistress of the Leeds Girls' High School. Miss Powell is to begin her work at the college after Christmas.

I may add, as to the college itself:—We have begun the term with thirty-nine students, as compared with twenty-six during the last term, and we trust that there is a good prospect of still higher numbers after Christmas. Meanwhile Miss M. S. Young (of the North London Collegiate School) is ably taking the charge of the college.—Believe me to remain yours very truly,

ALFRED ROSE.

Emmanuel College, Cambridge, October 18.

TEACHERS' SALARIES—A SUGGESTED TRADE UNION.

To the Editor of The Journal of Education.

SIR,—Permit me, through the medium of your columns, to make what I think is a timely suggestion to my fellow-workers—assistant mistresses in secondary schools. With the Registration Bill a golden opportunity presents itself if we will only combine, and combination is the order of the day on both sides of the herring-pond. Here is the opportunity:—Soon no secondary school will be recognized which has not a staff of registered teachers. Therefore, every secondary school of any standing *must* have registered teachers. Then let us all—i.e., those who are registered or about to be so—form a union, and bind ourselves not to accept less than a certain salary—a good living wage, worthy of a body of professionals.

The matter lies entirely in our own hands. If we do not act, and act together and at once, we deserve the worst the Fates may have in store for us.—Yours,

F. W. J. M.

Rochelle, Cork.

CAKES AND COLLECTS.

To the Editor of The Journal of Education.

DEAR SIR,—I was reading the other day a recent number of a magazine coming from a well known public school. Among other matters were some schedules of school accounts, including those of chapel and those of games. In the receipts of the latter appeared "Profits on the grub-shop." Assuming these to be 20 per cent. on the expenditure (10 per cent. would probably be nearer the mark), I arrived at the result that, on an average throughout the school, whereas a boy would spend over 1s. a week on grub, he would give something less than 1d. a week to the various objects for which the chapel collections were offered. There seems something in this conclusion which offers food for thought.—I am, Sir,

ONE WHO WOULD FAIN SEE GRUB-SHOPS ABOLISHED.

WANTED, AN ENGLISH HISTORY.

To the Editor of The Journal of Education.

SIR,—I shall be glad if any of your readers can suggest a suitable text-book of English history, to be used in a girls' high school in Forms III. Upper and Lower, and possibly Form IV. Lower—ages of girls, eleven to fourteen. I want a book more advanced than Gardiner's "Outlines," and more simply written than Morris's "Short History of England."—I am, Sir, yours faithfully,

J. W. BEGGS.

Tottenham High School, September 25.

A CORRECTION.

To the Editor of The Journal of Education.

SIR,—The eighth paragraph of my article "School Boards and Secondary Education" (September) was incorrect in one numerical detail. The sixth paragraph was correct as to all external facts, but the statement of motives might with advantage have been suppressed. Accordingly, I should wish that the sixth paragraph be regarded as non-existent.—Yours faithfully,

THE WRITER OF THE ARTICLE.

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OCCASIONAL NOTES.

AFTER the unprecedented number of forty-five sittings, the Education Bill has passed the Committee stage and will, by the time these words reach our hearers, have been sent up to the House of Lords.

At Last! Members of Parliament, newspaper reporters, public speakers, and the general public may, and will, feel a sensation of relief. Many of the points raised in discussion have been of first-rate importance, and have not always received due consideration. And yet so long has this controversy raged that we may be thankful for a temporary respite, even if it means a renewal of the struggle before many months are past. The amendments that may yet be allowed are neither numerous nor important. The Bill as it stands now is practically the Act that will come into operation at the end of next March. During its passage through the Commons it has been improved and licked into shape, though its fairy godmother has given it some shrewd pinches. As we confidently predicted, the option clause has disappeared. Every larger Authority under the Bill will be obliged to deal with elementary education as well as secondary. The remaining weakness of this part of the Bill is that there are too many Authorities. But, it must be remembered, combined action is possible; and it is fairly certain that many smaller Authorities will form themselves into groups under the County Authority.

THE second clause has been very distinctly improved. The Authority has now specific power to deal with the training of teachers. The twopenny rate remains, but the Local Government Board may give permission for a higher rate on the application of any County Council. Clause 4 deals satisfactorily with the religious question in secondary

schools or colleges. On the question of the management of voluntary schools Mr. Balfour has forced his point. The denominationalists are four to the two members of the Local Authority. Still we maintain that, given a Conservative Government supported by the bishops, popular management has gained all it could expect. And, in reality, the Bill gives such complete powers to the Authority that in case of serious dispute the four trustee-managers would have to yield. That they appoint the head teacher is obviously a sop to the Church, and cannot be defended on lines of abstract justice or of educational efficiency. The State pays the salary and the trustees appoint the man. A better plan would have been to give the trustees power to send a list of five or three names to the Authority, who should elect one from the list.

THE sound of the Free Church opposition has grown fainter, but this is in no sense because its demands have been satisfied. In voluntary schools the managers are given permission to appoint assistants and pupil-teachers without reference to their religious opinions. This is, of course, farcical. And the clause giving the Authority power to appoint a pupil-teacher when there is more than one applicant for a post is not much better. Mr. Balfour indignantly rejects the word "bargain" as referring to the relations between himself and the bishops. But "F. C. G.'s" caustic pencil has perhaps portrayed something not far from the truth. "Not only," he represents the Bishop of London as saying, "have we got building grants from the State for our schoolmasters' houses, but we are now going to make the public pay rent for them." And Mr. Balfour replies: "Ha, ha!" It is understood that the implied threat of the Church of England to close its schools if it was pushed too far has been allowed to have weight. In England we hold vested interests in exaggerated respect, and perhaps no Government would venture at the present moment to propose the compulsory purchase of all denominational schools and the compulsory pooling of all educational endowments. Yet even in Siam, as Mr. Morant could tell us, there is a limit to the price that the State will pay for a white elephant—and a white elephant the Church school-buildings would prove if left on the vendor's hands.

BUT the section of the Church of England popularly known as "High" has received a nasty hit over the Kenyon-Slaney amendment. Signs of revolt were even allowed to appear and covert threats were uttered. These did not seem to disturb Mr. Balfour greatly. Indeed, we doubt not that, if the revolt had broken out, many Liberals would have sided with the Government sooner than see the Bill in jeopardy. They, like us, would have seen the Bill improved, but they would not, any more than we would, have the existing chaos continue in its place. But the High-Church alarm is groundless. The new clause states that the religious instruction shall be in accordance with the tenour of the provisions of the trust-deeds and shall be under the control of the managers. Of course the latter half of the clause taken by itself is rank erastianism; but, taken with the first part, it appears to have "little meaning, though the words are strong." The managers, it seems, will be as much under the control of the bishops as the clergy are in cases where an appeal to the bishop is allowed by the trust deeds. As a matter of fact, we suspect that the diocesan syllabuses will be adopted universally, and that, in cases where the managers and the parson disagree, the bishop will be on the side of the managers.

IT is not generally known that the managers of voluntary schools have a number of alternatives left them by the Bill. They can keep the school wholly in their own hands without the Local Authorities having any say in the matter (as is done now in some few cases), and lose the grant, though still counting for attendance purposes. They can come under the provisions of the Bill and become "creatures" for secular instruction while managing religious education; they must pay for this, however, by keeping up the fabric. Again, they can surrender the school wholly to the Local Authority, thereby abolishing themselves and getting rid of all responsibility. This is what is likely to happen, ultimately, in most cases, especially in large towns. Finally, they can surrender the school under an agreement whereby they reserve the use of it during certain hours. In this case the school becomes a "provided" one, and the managers have no jurisdiction over the teachers and no funds to provide. The Local Authorities would give no religious instruction, and this would have to be provided by voluntary effort in the reserved hours, which means that the parson would give it himself. As there would be no marking of registers or grant for this extra time, all indignities connected with using the conscience clause would be done away with. The High Church clergy in poor parishes favour this solution. Of course the Local Authority will prefer not to have schools "surrendered," as the rates will be best saved by the continuance of subscriptions.

THE question also of the allocation of the school fees, over which Dr. Macnamara spent such superfluous energy, is one of the smallest importance. In a budget of £115,000, which shows the income for all schools in an important county, we find "fees, &c.," represent £1,400 only, and much of this is "fee"—i.e., sale of books and material to the scholars. By the Bill the Local Authority is absolutely master of the situation. It can, by a stroke of the pen, make all the schools in its area free, and so deprive managers of their small source of income. In many districts this is exactly what will happen. On the other hand, if the Authority chooses to license the managers to charge fees, then it must allow them to keep such a part as the Board of Education may determine. Now there are two classes of schools which at present charge fees. First, those situated in such very poor districts that they can expect no subscriptions, and so have to make up their local aid in other ways. These schools in the past have also made a large part of their income by letting the schools to slate clubs, choral societies, or for bazaars. Now, by the Bill, for three nights a week they are deprived of this source of income; hence, if they are to maintain the fabric, they are equitably entitled to a part of the fees. The other class of fee-charging schools are certain British and Wesleyan schools frequented by the children of shopkeepers, who desire to keep the school "select," and choose this method of keeping out the child of the working man. No doubt the Local Authority will put an end to this.

THE one part of the Bill which even as we write is definitely settled is that dealing with finance. This cannot be altered on Report in the House of Commons or in the House of Lords. What strikes the educationalist here is that education has made a remarkably fine bargain. The elementary schools get the new special aid grant of £1,300,000 in lieu of the old one of less than half the amount, with the School Board grant of one-fourth this

sum—a balance of about £400,000 to the good. They get also at least a 3d. rate all over the country, which means close on £2,000,000; this is two-thirds of the whole School Board rate at present existing, and, when the balance required in those areas is considered, means at least £4,000,000 more rate money. It must not be assumed that the £800,000 or so voluntary subscriptions will disappear. Certainly half of this will still be required for the upkeep of the fabric. But, further, all this is for purely elementary (as defined by Cockerton) education. The most expensive part of the work of School Boards hitherto—higher-grade schools, pupil-teacher centres, &c.—now goes over to the secondary rate, which must be at once $\frac{1}{2}$ d., or one-third of a million all over the country. Secondary education proper (which must now include the provision and maintenance of training colleges) will certainly, besides its definite allocation of nearly a million beer money, require an extra $\frac{1}{2}$ d. at once, and can everywhere without difficulty demand its 2d. If a very definite improvement in education all round does not result from this, we shall have to blame the local administrators, and not the Government.

NOW that practically the Education Bill is all over except the shouting, it behoves County Councils to prepare to set their houses in order. The time is really very short. The Government intend the Bill, as far as the framing of schemes is concerned, to come into operation at Christmas, and they hope that all favourably disposed County Councils will get their schemes accepted and their Committees sitting in time to take over all the work on March 31, the end of the financial year for all Local Government purposes. But this cannot be done unless the responsible Committee in each county sets to work to make itself, and by full and ample reports its Council, acquainted with all matters educational. Conferences between the Authorities under Part III. and the co-ordinate bodies under Part II. may safely be held at once, and must be held if the highest aim of the Bill—one Authority in each area—is to be carried out. Experts able and willing to serve as the outside members should be sought out and sounded. In many counties this will be a matter of great difficulty, for it must be remembered that County Council Committees meet in the daytime, and the Education Committee will generally have to sit all day once a month. But the worst difficulty of all is that there are in most counties no officials with either time or knowledge for the preliminary work of inquiry and organization. In most cases the organizing secretary has his hands quite full and has not "specialized" in elementary education, and the County Council clerk cares for none of these things. If chaos is not to result on April 1, no time must be lost in getting over the preliminary work.

BUT there are other grave dangers involved in delay. The Bill admits of the putting off the appointed day for any period not exceeding a year and-a-half. The disaffected counties, such as Durham, Isle of Wight, and the West Riding, will, no doubt, have pressure brought to bear to obstruct as long as possible; for do not the County Council elections take place in March, 1904, and a fine political faction fight will be avoided if the Act is in full working order by that time? Everywhere, also, the sectarian fanatic will take advantage of a period of delay to press his grievances and organize his passive resistance. He cannot be fought successfully until the actual benefits of the Act are brought home to the people by practical experience. In county-

Dangers of Delay.

boroughs the period of conflict between the Town Councils and the School Boards should be as short as possible, and in any case should not continue until after the time for making arrangements for next year's evening classes and other "Cockerton" work; otherwise, deprived of all responsible control, this work must collapse. Everywhere also the School Boards now under sentence of death are either marking time by making temporary appointments or withholding apparatus, &c., or are "jumping the claim" by fixing up agreements, salaries, &c., in such a way as to prejudice or tie the hands of the incoming Authorities. Doomed bodies, like dying men, naturally make their wills. Trust deeds also are being vigorously manufactured, and will give much trouble to upset. Hence let the work be done promptly everywhere.

TWO amendments to the Bill are specially welcome. The Bill distinctly states that women are not disqualified, either by sex or marriage, for being on any body of managers or Education Committee. It is a matter of hearty congratulation that the agitation in favour of this definite pronouncement—an agitation in which this journal took part—has been successful. The second subject for congratulation is the additional security of tenure for teachers in voluntary schools. The consent of the Authority is now required for dismissal, as well as for appointment, unless the dismissal is "upon grounds connected with the giving of religious instruction." To sum up: the Bill establishes, for the first time in England, Local Authorities dealing generally with education within their areas. The necessary funds are provided either from Imperial taxation or from local rates. In the latter case the rating powers are entirely in the hands of popularly elected bodies. These bodies have full control over the Committees they appoint. To these bodies are delegated many of the functions of an over-weighted central body. The dual system of State schools and voluntary schools is maintained; but the latter are under severe restrictions. We desire, in the future, amendments on many points, and, in particular, a definition of a County Council's obligations and functions as regards secondary education, a portion of the Bill which, owing to the closure, has been scamped. But, to a limited extent, we have got what we wanted, and no criticisms of ours shall be directed towards putting obstacles in the way of carrying out the provisions of the Bill. Its successful working depends largely upon the good will of the localities, and the amount of discussion that has taken place has fixed the attention of every one on the seriousness of the problems to be solved.

THE vote in Congregation at Oxford rejecting Mr. Matheson's motion that "Candidates shall not be required to offer both Greek and Latin in examinations in stated subjects in Responsions" by the narrow majority of twenty-three may be regarded as a Pyrrhic victory. Were a knowledge of Greek, however rudimentary, really enforced, there would be much to say for its retention; but the ability to construe two set plays and answer a paper in accident no more implies a knowledge of the language than the ability to write out propositions from the first two books of Euclid implies a knowledge of geometry. A concrete instance, for which we can vouch, will show what a farce the whole thing is. A mathematical scholar of Somerville College began studying Greek in January, not knowing the alphabet, and passed Responsions in June. She could not construe at sight a sentence from the *delectus*, and after a year could not write the Greek alphabet. Yet our Oxford pundits still maintain that a

homœopathic tincture of Greek is educationally more efficacious than an allopathic dose of French or German which would enable a pupil to read a French or German author without a dictionary.

THE argument that most prevailed was that set forth by the Head Master of Haileybury in the *Times*. Under a system of free trade Greek would be doomed. Unless the Universities give us protection, we shall have to abandon Greek in schools. Greek will become the pursuit of a few select spirits, and no more. Parents will insist on their boys learning other subjects as a more profitable investment. Even if we allow for the sake of argument that this will be the result, we should still contend that Greek must go. As Dr. Scott reminded the Conference on Training, schools exist not for head masters or for the Universities, but for boys and their parents. It may be that German "holds out a miserably inferior reward in the way of literature," though we cannot avoid the suspicion that the classicists who can thus vilipend German literature are hardly the most competent judges; but, in the first place, Smalls does not come within speaking distance of Greek literature; in the second place, if parents deliberately prefer the inferior article for their sons, they are bound to have it.

A MORE plausible argument for the retention of Greek is adduced by Dr. Warre. He tells us that he has examined for entrance to Eton between twelve and fourteen thousand boys ("quod facit per alium facit per se"), and his experience has been that the boys who have given their whole attention to modern subjects, such as French, history, and geography, without what is called wasting their time on Greek, do not display in these subjects any superior knowledge to those who have been handicapped by a study of Greek. Of course they don't, and Dr. Warre must be well aware of the reason. Greek is still a predominant factor in entrance scholarships, and these scholarships are to a preparatory school what a Newmarket plate is to a racing stable. Its reputation, its very existence, depends on winning scholarships. It is only the weedy, the spavined, the broken-winded colts who are excused Greek and turned out to grass in modern subjects. Again, Dr. Warre "has never yet heard that a superiority in mental training and products can be claimed for the modern sides." We would recommend him to read the Memoir of Edward Bowen. He will find there one instance in which it is claimed, and, what is more, supported by facts. He will find, too, that Bowen resigned the mastership of the Modern Side because a classical head master insisted, contrary to the original scheme, on shunting his rubbish on to the Modern Side, and refusing to announce publicly the change of constitution. If we are not mistaken, Dr. Warre, in 1878, signed a memorial to the University of Cambridge praying that Honour men might be excused Greek. Has he changed his mind, or does he think that what is good enough for Cambridge is not good enough for his own University?

THE "Encyclopædia Britannica," with the addition of the supplementary volumes just completed, is a concrete witness to the enormous field which human knowledge has now covered. So wide is this range that no man can hope to be an authority upon more than a tiny fraction of the whole sum. In consequence, every man of learning becomes a specialist, and, in a sense, a narrow specialist.

This tendency, rendered inevitable by the accumulation of research, is at the bottom of the determined attack made upon compulsory Greek at Oxford. For the moment the reformers are defeated, but, undoubtedly, they will return to the charge, and, in the end, will win. It is difficult for those brought up within the strait sect of humanists to believe that salvation can be found outside the dramatists and philosophers of Greece. They suspect the culture of even the most brilliant scientist. On the other hand, it is difficult to assert that the culture of the "modern side" man at Oxford can be affected by the modest quantity of Greek required for Responsions.

IT seems to us eminently fitting that the carrying out of the complete revolution in educational administration necessitated by the Education Bill should involve the appointment of a new permanent secretary.

Mr. Morant. Sir George Kekewich has been a hard-working official, and many thousands of children have reason to be grateful for his encouragement of the higher work of School Boards—work that we have now discovered to be on wrong lines. He has all but reached the limits of official life, and represents the traditions of the old Education Department, which, we all feel, must now give way to a broader purview of education. Mr. Morant has been in the Education Department, but not of it. He was first known to us in connexion with the Special Reports Branch, and since he left that office has been private secretary to Sir John Gorst. All through the weary period of drafting and redrafting the Bill he has stood in close relationship with Mr. Balfour and the Committee of the Cabinet appointed to deal with education. He knows probably better than any other single official of the Board what it is possible for the Bill to effect when it becomes law. He has, besides, the qualities of an administrator. It is with very strong feelings of satisfaction in the present, and hope for the future, that we welcome Mr. Morant's appointment as permanent Secretary to the Board of Education.

THE Memorandum on Training Colleges, signed in 1843 by J. P. Kay-Shuttleworth and Edward Carleton Tufnell, from which Mr. Macnamara quoted in the House the other day, is indeed quaint reading.

*The Growth of
Luxury.*

We hear complaints even now from pupil-teacher centres that the material is intellectually weak, but in 1843 "Few had received any education; . . . they read and write very imperfectly; are unable to indite a letter correctly; all their conceptions . . . are vague and confused." We read further that the master is to be trained for "a humble and subordinate position." He is to do his own house-work except cooking and scrubbing floors. He is to spend three or four hours in gardening. "A period of recreation employed according to the discretion of the students would be liable to abuse." The Memorandum goes on: "We attach great importance to the students being accustomed to a diet so plain and economical, and to arrangements in their dormitories so simple and devoid of luxury, that in after life they will not in a humble school be visited with a sense of privation." We fear this standard of plain living has not been maintained. Intellectual study demands a different life from that of a plough-boy; but, if the colleges of Oxford and Cambridge had borne in mind some of these admonitions, we might hear less of the misery of assistant masters who exchange the careless luxury of the University for the frugal life of a middle-class school or for the privations of second-rate lodgings.

"MR. PUNCH" has already anticipated the arrival in Oxford of the Rhodes scholar, with his incapacity for being overawed by the solemnity of a professor's gown;

*The Rhodes
Scholars.*

and in fiction we find that Mr. Downy V. Green, a direct descendant of Verdant Green of happy memory, has already spent his first term as a Rhodes scholar in the University, discovering, amongst other things, that the authorities are not quite the children in financial matters that Mr. Rhodes thought them to be. But the actual arrangements are still far from finally settled. Mr G. R. Parkin, who is making inquiries on the part of the trustees, seems to be very busy. He has been in Oxford, and has propounded a series of questions for the consideration of the heads of colleges. He is reported to be exceedingly pleased with the general attitude of Oxford towards the scheme. It seems now certain, in spite of sundry objections urged at the beginning, that the scholars will be heartily welcomed. The scheme of Mr. Rhodes is a grand one, and it would be a thousand pities if anything were to happen to discredit it, such as the selection of unsuitable men or their enforcement upon an unwilling college. Whether Oxford will learn more from the Rhodes scholars than the latter will learn from Oxford is a question we can be content to leave unanswered, because we are very sure that there will be great and lasting influences on both sides.

THE career of an elementary teacher, whether in a well organized voluntary school or under a large and enlightened School Board, has much in it to attract. The

*The Bishop of
Rochester
and High-School
Girls.*

work is in itself of absorbing interest. It is definite, and its very definiteness has a charm. The teacher knows exactly what is expected. The conditions of the work are not exacting. The hours are not excessive, and the salary affords a living wage. There need be no correction of exercises out of school. With these attractions, it may seem strange that an Association has been formed with a bishop at its head to encourage high-school girls to become teachers in elementary schools. And, indeed, at the recent meeting of the Association that we report elsewhere there was commendably little sentiment, and the chief claim urged was that it acted as a bureau of information. There are but two difficulties to be met: in the first place, the high-school girl is not familiar with the working of an elementary school and doubts her power of controlling fifty children or more; and, secondly, she is afraid of losing caste. But to take up the work in a spirit of missionary condescension is to court failure. We learn that sixty-six high-school girls have, through the instrumentality of the Association, become teachers in elementary schools. The idea is no longer in the experimental stage. Interesting work, fair wages, and a position far less irksome than that of many high-school teachers are offered in the elementary schools, and we are sure that an increasing number of intending teachers will be quick to realize these facts.

THE Conference on the Training of Secondary Teachers in Boys' Schools, of which we give a full report, is a landmark in the history of the movement. One *advocatus*

*Cambridge
Training
Conference.*

diaboli appeared by proxy; otherwise no question was raised whether masters should be trained, and the discussion turned wholly on the manner of training and on the parts to be allotted to the schools and the Universities respectively. On the first day apprenticeship was in the ascendant, and there seemed some danger that the Conference would be dazzled by the glamour of Mr. Lyttelton's brilliant experiment at Haileybury, and accept the "soft

option" of student-teachership. But later on the trainers rallied their forces and convinced the delegates that the Universities were even now giving, with limited resources and on a small scale, what no schools have ever offered, and what only a few great schools which laid themselves out for this special work could hope to give in the future. Mr. Keatinge's aposiopesis, when he touched on head masters, was significant as the silence of Dean Maitland; and Mr. Bell, with characteristic frankness, avowed that even the better sort of head masters are rarely competent to give effective training.

IT soon became apparent that finance would be the determining factor of the problem. After March, 1906, no untrained teacher will be registered, and, though the Register

*Salaries
and Training.*

is at present permissive, we may safely assume that in ten years' time no unregistered teacher will count. This revolution—for it is nothing less—was not only accepted, but welcomed, by the Conference. Yet it was abundantly shown that the supply of secondary teachers is rapidly diminishing, and must inevitably dwindle still more, if higher qualifications were exacted or the other conditions remained the same. This was the watershed of the Conference. One side inclined to a shortening of the candidate's general education, to putting training before the degree, to a pedagogic tripos, to payment of the student-teacher. The other side held that the school staff is none too well educated at present, that an attempt to secure efficiency by shortening the University course would be a case of the Irishman's blanket, that at any cost we must keep pupil-teachership out of our secondary schools. Only one solution commended itself to both parties—an increase of salaries. Mr. Holland's statistics show that assistant masters are worse paid in secondary than in elementary schools. But where is the money to come from? This is too big a question to be answered in a Note, and we must reserve it for fuller consideration.

THE emancipation of the teacher" that Sir Oliver Lodge preaches in the *National Review* is emancipation from the unchartered freedom of examinations that tries most of us. There is at present a choice, for head masters at least, between

*Branding of
Herrings.*

several examining bodies, but everywhere the external examiner is insisted on as a guarantee of efficiency and fair play. The teacher must not brand his own herrings. We have long contended that this mistrust of the teacher is unfounded, but we welcome the support of such an unimpeachable authority as Sir Oliver Lodge. We are not pretending that teachers are more virtuous and disinterested than any other profession, but there is no denying that they are the best judges of their pupils' ability and attainments, and any danger of partiality or favouritism is easily guarded against by the appointment of an independent assessor according to the German system.

ONE of His Majesty's Inspectors, Dr. Airy, has been discoursing on the difference between grammar schools and Board schools. From the report in the *West-*

*The Tyranny
of
Examinations.*

minster Gazette we learn that the comparison is entirely in favour of the latter. It is questionable whether an inspector who holds a semi-judicial position should make comparisons of this sort outside the limits of a confidential report. Dr. Airy explains the inferiority of the grammar schools as due to the tyranny of examinations. It is useful to place this opinion in opposition to that of the London Board inspectors, who are clamouring for more examina-

tions. The comparison that Dr. Airy institutes is so frank that we reproduce two passages with some interest. Apparently he asked the same questions in the different schools:—

In the top class of one of the grammar schools there was not one boy who could read aloud in his own or any other language without conferring martyrdom on the listener, not one who knew four lines of poetry by heart, who could sing a note of music, who could do anything but stare stupidly and without comprehension when I spoke of the beauty of a literary passage.

In the school of the Birmingham Board:—

I found that 40 per cent. of the boys had read one or more of the books upon which I questioned them. . . . Every boy could read with intelligence; all of them knew more than one passage of good poetry; they could all draw and design; they could all take up a three-part song in tonic sol-fa notation, and they could all sing at sight.

WE have sometimes in these columns spoken with regret of the disabilities under which a layman is placed in his application for the head mastership of a public school, and we have stated the opinion that teaching is or should be a profession in itself, and no longer an appanage to the clerical profession. But we learn from a contemporary that these disabilities are not all on one side:

*Disabilities of
Clerical
Masters.*

"Masters with the best qualifications are sometimes rejected because of being in Holy Orders. Either the governors have a narrow view of the clerical office, or they fear 'sacerdotalism'; or they mistrust a man who does not devote himself more completely to those priestly functions which a layman cannot perform." It is certainly a shock in these latter days to read such a statement. We have got our Register of Teachers; we have done and are doing all that is possible to make the *status* of a teacher respected, because of the important and responsible work the teacher, *qua* teacher, performs. And we are told that governors who reject, as head master of their schools, a man in Orders have a narrow view of the clerical office. We prefer to think that such governors would select a man who has shown that he is content to be considered a teacher, instead of a man with a second string to his bow, which may be a bishopric or a comfortable "living" when he is wearied of school work.

BOTH King's College and University College are urgently in need of large additional sums of money in order to ensure that their buildings and equipments are worthy of constituent colleges of the University in the richest city in the world.

Tests.

Appeals have been issued, signed by influential men; meetings have been addressed by men no less influential, and men who are convinced of the real need of the course they are advocating. We do not expect our readers to come forward with their millions, or even their thousands. The looked for benefactors put "E.C." on their office paper, and read the *Times* or the *City Press*. They have been appealed to, and we hope the appeal will not be in vain. The abolition of religious tests is now practically complete at King's College. A private Bill is to be promoted in the next Session of Parliament to legalize what is already the practice. Money may therefore be freely given in the belief that it will be devoted to educational purposes generally, and not to the support of any particular party.

A LADY inspector to the Board of Education has been the cause of a quaint ebullition of a feeling that we hoped had long ago died away. A report reached the Board of Education in July of this year of some oversight in marking the registers of the Tilton village school. Sir George Kekewich wrote for an explanation, and the Vicar replied:

*The
Lady Inspector.*

"I understand that a young person (female) . . . presented herself at this school, of which I am the sole manager, and, without asking to see me, or having my permission, was allowed by the Master to inspect the registers. Considering the gross discourtesy of the action, . . . I am not called upon to take any further notice of such unwarrantable intrusion." The Board was not satisfied, and persisted in its demand for an explanation. The correspondence appears to be still continuing. From a Leicestershire paper we quote the following extract from the Vicar's latest letter: "I have derived much social comfort and intellectual help from contact with gentlemen [H.M. Inspectors] of such high position. But things are different now, when the female element takes their place." Let us add our tear in memory of the good old times.

TECHNICAL EDUCATION.

THE Education Bill, under which, if we are to believe the *British Weekly*, "Nonconformists are to be rated for a Church atmosphere and Church teaching," appears to be making its way towards the Statute Book. It is presumably recognized by those who can view the contents of education without political anxiety or religious zeal as a substantial step in the right direction. But it is to be feared, for a time at least, the requirements of technical and secondary education may not receive the adequate measure of attention which they demand. There is also an obvious danger that the residue grant, not available for these branches of education, may be very largely "exploited" for the training of teachers for primary schools. There is a danger, too, that the County Education Authorities, which, during the past eleven years have done so much excellent work, largely because they have not been the subjects of Codes and Directories, but free agents to do the best for their respective areas in their own way, may find themselves in the paralyzing grip of the old stationers with the new name.

THE Technical Instruction Committee of the North Riding of Yorkshire expresses the opinion that the experience gained during the past eleven years will be of the greatest utility in connexion with the larger educational duties about to be entrusted to the County Authorities. The Technical Instruction Act of 1889, and the subsequent financial measure which vitalized it, paved the way for the Education Bill, 1902, and brought the municipalization of public education within the range of practical politics. More than that, the "free hand" exercised by Local Authorities in the administration of the "whisky" money has proved an invaluable means of education not only to County Councils, but to the permanent officials in the Metropolis who are known to fame as the Board of Education. The North Riding Committee, however, insufficiently recognizes the glorious privilege of unfettered action. "In view of the fact," the Committee says, "that when the Technical Instruction Acts were passed Local Authorities were left without any guidance from Government Departments as to what their duties were, and how they should be carried out, some of the schemes set on foot have necessarily been of an experimental nature." The North Riding Committee may take comfort from the reflection that as a rule a Government Department frequently makes schemes of an experimental nature and learns nothing from them; that such experiments have frequently indicated a very conspicuous lack of intelligence, and have involved much waste of time, ability, and money.

BUT it is reassuring to note from the North Riding report that, in spite of this (absence of Government guidance), the failures, if any, in the educational system have been remarkably few. It would have been surprising had it been otherwise. The Technical Education Committee and its officials have not been the unfortunate creatures of a Code or the dull victims of an amazing Directory, but men of common sense dealing with various practical problems in a common-sense way. It is for the Local Education Authorities of the future to retain, to the fullest possible extent, the "free hand" which County Councils have enjoyed, and of which, on the whole, they have made such excellent use during the past eleven years.

THE North Riding Committee sets forth a few of the "sound principles" of the system it has promoted to develop existing educational agencies rather than rush into new channels, or take up "fads" suggested by well meaning enthusiasts—not to let the supply of education outrun the demand; to expend money on genuine educational objects so as to produce a tangible result; the employment of properly

qualified teachers; to assist secondary schools, and to increase the efficiency of elementary-school teachers; and so on. For the modest expenditure of £7,401 during the year a considerable amount of extremely useful work appears to have been accomplished—6,342 persons having been instructed. A sum of £723 was expended on secondary schools, and £2,743 on scholarships and exhibitions.

THE illustrations in the Report of the Education Committee of Warwickshire convey a vivid impression of the variety of excellent purposes to which the "residue" is applied. We have a glimpse of little boys busy with plane and chisel in the woodwork room of Aston Manor Technical School; lads "towards husbandry inclined" gathering abundant crops in school gardens; dairymaids among utensils for cheese and butter making. Passing from applied to fine art, we have views in the Art Schools of Warwick and Stratford-on-Avon, while science is duly represented by authentic photographs of laboratories, chemical and physical, in different grammar schools. A sum of £9,899 was appropriated during the year towards (a) a county scholarship scheme expenses in (b) urban districts, (c) quasi-urban districts, (d) rural districts, and (e) administration. It was, if we remember rightly, a few years ago a defect in the Warwickshire scheme that county scholarships were not awarded. Last year a sum of £749 was expended for this invaluable department. The average attendance in science, art, commercial, agricultural, manual, and industrial classes reached the total of 8,271; 5,331 being in rural and 2,940 in urban districts.

THE "tangible results" of an educational system, as the North Riding Committee would put it, are not easily secured, but it would prove a useful addition to our knowledge if bodies awarding scholarships made a practice of ascertaining the subsequent occupations of recipients. The report of the Education Committee of the Somerset County Council in an interesting tabular statement gives this information as regards county scholars elected during the ten years since the first award was made:—"Nine boys have been enabled to pass from a public elementary school to Universities or other places providing the highest kind of scientific and technical instruction available in this country. It is also noteworthy that many of the holders of county scholarships have afterwards entered the teaching profession, and there can be no doubt that the systematic course of study which they have received in secondary schools during their tenure of the scholarships was found a much better equipment for their subsequent career than the ordinary training of a pupil-teacher."

THIS is unquestionably the case, and, in view of the importance which the early training of the teacher is likely to assume in the near future, it would be interesting to know whether in other counties, as in Somersetshire, a reasonable proportion of pupils who held scholarships in secondary schools have become primary teachers. Those who advocate three or four years in a secondary school as an alternative to the dreary routine of a pupil-teacher in the narrow groove of an elementary school are accustomed to the rejoinder that, if the boy gets out of this groove and has his chance in the secondary school, he will not return to the "drudgery of the dismal standards." There is truth in this idea; but, at the same time, if generally, as in Somersetshire, scholars voluntarily return to the primary school, there is reason to suppose that scholarships awarded for the special purpose of preparation for the teaching profession would not be misapplied.

THE Somerset Education Committee administered a sum of £19,916 during the financial year, of which, in round figures, £2,192 was devoted to agriculture, £2,759 to secondary schools, £2,032 for scholarships to, in, and from secondary schools, £4,847 to evening continuation schools, £1,535 to classes in general arts and handicrafts, £1,125 for female industries; teachers' classes, £781; building grants, £1,360, &c. A total of 467 courses of instruction were given, the total average attendance being 7,959. A work of great value is unquestionably in progress, and the scheme appears to be admirably adapted to the requirements of the county.

THE death of Mr. G. A. Henty may, without exaggeration, be said to have diminished the Christmas gaiety of the boy world. Since his first boys' book—produced in 1868—twin volumes came year after year as regularly as the turkey and plum-pudding, and sometimes a triplet. He had travelled far, followed almost every campaign from the Crimean War to the Ashanti Expedition; he had a keen eye and a retentive memory, and, though late in life, acquired the art of weaving into a romance all the stirring adventures that he had witnessed or heard of. But the real secret of his success was his lively sympathy with boy nature and his love for all that was honest, noble, and of good report. Ballantyne, Kingston, and Henty, our three boyish musketeers—now that the last of the trio has gone, "sadly falls our Christmas Eve."

MR. RAVEN AND THE PRONUNCIATION OF LATIN.

By JOHN SARGEANT.

MR. RAVEN'S amusing article raises once again the question how we are to speak Latin in our schools and Universities. Those who do not agree with him have been too long silent. If we have not let judgment go by default, we may at least have let it be supposed that we have nothing to say for ourselves. Now, failing more eloquent voices, I propose to do my best to make good the defect. Some of the greatest of living scholars are on our side, and there is one who could show far more conclusively than I can hope to do how well it is that the tones of our grandfathers are still to be heard in the Westminster Play. I do not deny that there is some weight in some of the objections made to the traditional pronunciation, but I say that there is less weight than is supposed, and that even more serious objection may be made to the system which claims to supplant it.

It is objected that our pronunciation of Latin would be unintelligible to Ennius, to Cicero, and to Quintilian; that it gives the wrong qualities to many letters, and thereby spoils the full, round sound of the original; that it obscures the quantities of some vowels, and turns others into half-diphthongs; that it gives different sounds to a consonant which had only one sign and one sound, and thereby obscures the connexion between different parts of the same substantive or verb; that it makes it impossible to elide a syllable ending in *m*; that by all these and other like faults it spoils the metre of poetry and the rhythm of prose; and, lastly, that it is peculiar to England.

It is needless to say that we do not claim to speak in the tones of Terence and the *homines nobiles* with whom he lived. Almost as little do Sir Henry Irving and Mr. Tree pronounce a line of "Hamlet" as it was spoken by Raleigh or Essex. Even our opponents cannot so say "Amantium iræ amoris integratio" that Scipio would fail to recognize their foreign birth. So long as a language lives, its sounds must be in a perpetual flux. Cicero did not speak as Ennius, nor Quintilian as Cicero. The son of a Papisius was a Papirius, the son of a Claudius a Clodius. Nor were the changes always thus marked in Latin spellings. Quantities tended to grow shorter under various operations of the law of *breves breviantes*. Who was the last Roman to make the first vowel of *feri* or the latter vowel of *sanguis* long? Are we to say *indignatiō*, with Cicero, or *indignatiō*, with Juvenal? Contemporaries, even educated contemporaries, differ among themselves. Have we not two—nay, three—pronunciations current of *grass* and *path*? Only the other day a Minister in the House of Lords shocked the ears of at least one of his hearers with *applicable*. Do not some men who would not like to be accounted other than gentlemen sound the aspirate in *humour*, and say *Lud-gate* and *benefac-tor* where most of us are content with *Ludgut* and *benefactor*? (Here I must say that I have to write words in a form which is not scientific, but will perhaps convey my meaning.) Each generation sees survivors of the past speech. Charles Fox said *Lunnun* to the last, and fifty years ago Lady Robert Seymour drank her *dish a tay*. I myself say the *ace a clubs*; but I hear *uv clubs* and even *ov clubs*. The changes in Latin were slower, perhaps fewer, but they were there. It is well to know the pronunciation of Latin in all its periods; but, in usage, which will you choose? Do you stand by Varro or by Macrobius, by Horace or by Claudian? And what will you do when you come to read mediæval Latin?

Mihi est propositum in taberna mori;
Vinum sit appositum morientis ori.

Here the writer meant his rime to be exact, and, if you make it so, as we do, what becomes of your boasted consistency? If you wish to be really consistent, you should have pronunciation by strata, and your quotation from the "Æneid" have other sounds for its signs than your quotation from the "Utopia." And what will you do with the scraps of Latin which are in familiar use? Will you say that the *Nisi Prius* Court is so called because its commission used to contain the words *Nissy Preus*? You will hardly issue a *feat* or ask for a *mandahmoos*. This will be called trifling; but it is a fair retort to the equally trifling objections made to the supposed inconsistency of the traditional use. I will not insist on that inconsistency which makes one man in Latin and another in English of Cato or Titus, of Nero or Otho, of Scipio or Euripides. We hold firm to such variations

as Vergilius and Virgil, and Paris here is not Paris at home. I am glad to see that Mr. Raven does not hold with those who in reading a history written in English speak of *Catto* and *Nerro*. Most of those who demand what they call "a scientific pronunciation" mangle the the rhythm of the Psalms with "the princes of Zebulun."

The matter of a vowel's quality is very trivial. I would even say that what we may lose in one place we gain in another. Mr. Raven is shocked by *ameenee*, and, I suppose, calls *Ber-nini* by some more euphonious name. It must pain him to hear an actor say:

Merchant of Syracuse, plead no more.

Does he rise in the stalls and call for Shakespeare's *mar-chant* or *marchaunt*? Is he sure that the poet does not even approve some of our changes?

I have no precious time at all to spend,
Nor services to do till you require.

Does he know that Virgil is not quite content with "Sunt lacrimæ reerum"?

I come to the question of quantity, and, of course, admit that our quantities are not always the same as the original. But this objection to our system is far from counterbalancing the weighty objections to any other; and, indeed, it is often urged from ignorance, rather than from knowledge. Those who make it often forget that the difference between longs and shorts is not absolute and uniform; that syllables are not of two lengths, but of many. The division made for purposes of verse is not, indeed, arbitrary, but to some extent artificial. A standard is set, and all syllables on one side of it, whether they be much or only a little longer, are accounted long, and so with those that are shorter. The late Dr. Munro, a great opponent of the traditional pronunciation, declared that neither his ear nor his reason told him that there was any proportion of quantity in English syllables. Had he lived to see the phonograph, it would have been proved *viro doctissimo* that his ear and his reason were alike at fault. No respect for the memory of the great scholar must prevent us from saying that in this matter his wild statement puts him out of court. In like manner Mr. Andrew Lang, whose view on this matter I do not know, used, in bland ignorance, to quote as a line of Tennyson:

Never did frog coarser croak upon our Helicon.

A like want of ear makes other of our opponents distort and exaggerate. Mr. Raven's man who said "peereunte peerit" may be at once disowned. The traditional and natural use is that a preposition in composition keeps its own sound. Let Mr. Raven contrast *perish* and *regent*. Even *cego*, though I do not disown this pronunciation if properly understood, is probably an exaggeration. I suspect that by his *ee* Mr. Raven means a quantity as long as the Dutchman's *aa* in *Haarlem*. If the vowel were long, we should give it that quantity; as it is, though we do not, of course, sound *lêgo* or *rego* with the vowel of *leg* or *beg*, we sound it as the first vowel in *deity*, not as the first in *deist*, which vowel we do utter in *lêgo*. Some ears cannot hear the difference; they must ask the eyes to see it on the phonograph.

When a word is pronounced by itself, the difference in our speech between *rêgis* and *rêgis*, *vênit* and *vênit*, though real, is, I admit, not great. But words in a sentence or a verse do not stand by themselves, and there the difference is distinct enough. Thus an hexameter may begin "tu quoque" or "tu quoque," "si venit ad terram," or "si venit tandem." In these cases the second syllables have the same kind of difference as is heard between the second vowels in *grandfather* and *great father*, in *stockbroker* and *mock broker*. The syllable *meat*, if spoken by itself, not only has a stress, which it loses in the compound, but also takes longer to pronounce than the same syllable, or, rather, the same word, when it forms part of *catsmeat*. We follow the former word for *rêgis*, and the latter for *rêgis*. Even if the doubtful word begin a sentence, the difference is usually marked. When Micio in the play says: "Venit ad me sæpe clamans," his must be a crass ear that fails to catch the tense. If Micio were speaking trochees, his speech would not be the same. Here is a verse the *ictus* helps. Take the words "Italian fato profugus." We know them in a dactylic hexameter, but they might begin an iambic senarius. But who pronounces them alike in the two cases? We, at least, do not, whatever our opponents' con-

sistency may make them do. And here comes another point. With all our knowledge of hidden quantities, and this has grown of late, there are still a good many vowels of whose quantity we are wholly ignorant, and more in which we cannot go beyond probability. And there are grades of quantity which we cannot recover. The negative *in* and the preposition *in* have each a short vowel, but Roman grammarians tell us that the latter was the shorter of the two. I wonder whether our consistent opponents attempt to express the difference.

I will here remark that Mr. Raven is very unjust to the mathematical Vice-Chancellor who said: "In nōmine Patris et Filii et Spiritūs Sancti." I hold no brief for the mathematicians; but how would Mr. Raven have looked if the Vice-Chancellor had informed—for it would seem that I could not truthfully say "reminded"—him that thus spoke Porson and thus spoke Elmsley? I should prompt the good geometrician to catch Mr. Raven tripping, for I am sure that Mr. Raven himself does not talk of *Sisyphus*, or *Tityrus*, or *Scipio*. For my part, though I do not say *nōmina*, I do not pronounce *patris* as I pronounce *Patrick*, and "malo cum Elmsleio damnari quam . . ."

"Ah! ha!" says Mr. Raven, "and how dare you men of the tradition change your grandfathers' *nōmina*?" Well, the change came before our time, and, if it had not been made, I am not sure that I should make it. Even Mr. Raven must say *drammatis persona*, though years ago I heard one of his side speak of *dramahtis*. Now Mr. Raven must be aware of the English habit of pronunciation in such trisyllables. If the two latter vowels be divided by a consonant, the first vowel, if it be other than *u*, is of the kind we hear in *nominal*, *liberal*, *elegant*; or, to take Latin words in colloquial or legal use, *capita*, *prosequi*, and the like. If the two latter vowels come together, we have such sounds as are heard in *labial*, *genius*, *opiate*, or such legal terms as *habeas* and *capias*. There is an exception where the two former vowels are *i* or its equivalent, as *myriad*, *Libya*, or *Didius*. It is, I think, about eighty years since in reading Latin a long vowel in the antepenultimate took its present pronunciation. It was an artificial, not a natural, change, but it is now well established. Our pronunciation, everybody's pronunciation, of such proper names as *Scipio* still bears witness to another use. May it long do so! The change may, perhaps, be in part justified by the existence of such words as *scenery*; though, in fact, this has borrowed its vowel from its father, *scene*. At any rate, we have no wish to go back now to a more natural use.

On signs and sounds we admit the fact and deny the inference. To the first letter of *capit* we give the sound of *k*, to the first of *cepit* the sound of *s*, just as in English we *capture* a receiver or *chant* a canticle or *carp* at an excerpt. We believe that the boy who cannot see the connexion is a mythical creature. The first vowel of *genus* is not the first vowel of *genera*; but is a botanist therefore to speak of a *jennus* or a *ghennus*? But we are told that to make *kapit* and *seepit* parts of the same word is to destroy in the learner all sense of philology. What, then, of the *a* in *capit* and the *e* in *cepit*? Is his sense destroyed by learning that what was *rekipere* in old Rome is now *receive* in the same streets and *recevoir* on the banks of the Seine? "How can a *k*," I was asked by a "scientific pronouncer," "ever become an *s*?" But it does, and it is just the business of philology to record and explain the fact. I suppose that this good man has ever since endeavoured to conceal from his boys that indecent mutation of *k* into *s*. When I say *seepit*, as when I say *merchant* in Shakespeare, I am but antedating a change which naturally occurred.

And, if philology suffers from *seepit*, surely it must suffer from the two grades of vowels, of which there are many traces in Latin. If the incredulous learner will not believe that *seepi* comes from *capio*, or *gennera* is the plural of *genus*, will he not disown kinship between *fidus* and *perfidus*, *nubo* and *pronuba*, *sonus* and *persona*? The learner must be shut up in the cellar out of sight of these family quarrels. If our "scientific pronouncers" could get at our Indo-European ancestor, they would doubtless flog him for this outrage on a helpless and deluded posterity. But the English boy is no such fool as your theory would like him to be.

On the matter of elision, it must be said that, whatever elision means, it does not mean the complete suppression of the syllable. If it did, the purpose of elision in verse would fail; and it is clear from ancient authorities that it did not. It must not be forgotten that the mind can, in part, ignore what the lips

utter. This is a principle observed by our greatest master of verse:—

So without least impulse or shadow of fate.

The last letter of *shadow* is a digamma—that is to say, quasi-consonantal; and in Milton's line the latter syllable of the word is pronounced in full. None the less, it is metrically elided; it is no part of the metre. So, though we pronounce each vowel and each *m*, we feel that the final syllables are no part of the metre in

Monstrum horrendum, informe, ingens.

Though our way of pronouncing the words is not Virgil's, we get the same effect in a slightly different way. What is more, a boy gets it much more effectively with our sounds than by his travesty of Italian speech.

This point can be illustrated by our pronunciation of Greek. It is neither pretended that our Greek sounds are those of Homer or Sophocles, nor is it proposed to alter them. How could an English boy be taught to sound an acute or a circumflex accent, or to speak without stress; and, if he could, how could he still preserve his sense of quantity? Why, even a modern Greek cannot do it. In English we have little or no accent, and we have a strong stress. Our tongue is thus like modern Greek, which has lost accent and gained stress. The confusion between accent and stress accounts, as I have shown at length in "The Annals of Westminster School," for Dryden's *εὔρεκα*, and for such scansion as may be seen in his

have by this

An universal metempsychosis.

It seems hardly possible to pronounce with accent, stress, and quantity all these at once. The Greeks had only accent and quantity; the Romans, like ourselves, chiefly quantity and stress. We now read Greek without accent, but with quantity and with what I may call Latin stress. Now, the loss of accent and the importation of stress, of course, make a great change in the sound; but will Mr. Raven therefore contend that we lose either the metre or the rhythm of

εἶδον κύματα μακρὰ κυλινδόμενα πρὸς χέρσον

or of

ὁ πᾶσι κλεινὸς Οἰδῖπους καλούμενος?

Nor do we lose it in Latin. A scholar of the traditional speech will extemporize Terentian iambs as rapidly as one who utters with the Italian vowels? Dare Mr. Raven, if he could, challenge the shade of Bentley to the contest?

Now, what has the traditional speech to say for itself on the positive side? Its fiercest opponent cannot deny that it is no artificial product of theory or calculation, but the result of a natural growth. It is not so long since Latin was still a spoken tongue in this country, since Walpole talked it to his German king, since Chesterfield could say that it was a disgrace for a gentleman not to know it. It is still a spoken and a living tongue in the prologues and epilogues of the Westminster Play, in the pulpit at Oxford, in the Congregations of the Universities. The changes in its pronunciation have gone side by side with the corresponding changes in the Romance words of our composite vocabulary. It is more than two centuries since the wag called his cat *Stella*, "because it's *micat*." The most pedantic theorist will hardly propose to alter the common sound of current words or phrases borrowed without change from the Latin. His lips must sound as ours do *genus* and *species*, *bona fide* and *nisi prius*. He no more than we can bear an *onnus*, or receive a *bonnus*, or bid a buyer *cunveat*. True, there was once a pedagogue who called his daughter *Rossa*, and I have heard a monster speak of *Livy*. But we may neglect such men, or class them with a race, now, I hope, extinct, who called *ubi ubby*.

Now, if this traditional pronunciation has come, as it has, by a natural growth, if it is in itself, as it is, natural and easy, if it has been the speech of scholars as great as any that live now, if it is even the speech of some of the greatest scholars of to-day, why is it to be abolished by artificial means, by violence and murder? Oh! because it is not understood outside modern England. Well, if we must speak in Latin to a Frenchman or a German, I venture to say that any man who can speak Latin at all can adapt his tongue to his ears. He can even say *Tsitsero* to the man of Leipsic or Berlin. Mr. Raven says he has lost the power to speak after the tradition; but we who do so speak find little difficulty in going across to the other speech for the occasion.

(To be continued.)

JOTTINGS.

MISS M. E. SHIPLEY, the Hon. Lady Superintendent of St. Barnabas' Home of Rest for Ladies, Southwold, Suffolk, appeals for help. It is proposed to enlarge the Home by the purchase of the adjoining house, but a debt of £100 must first be paid off. The home is specially adapted for poor teachers to whom a holiday is a necessity, and we hope their more fortunate brethren will respond to the appeal.

THE oldest English school which has been humanistic from its origin is St. Paul's, founded by Dean Colet, who in 1512 appointed William Lilly to be the first High Master. Lilly was among the pioneers of Greek study in England, though he is now best remembered by his "Latin Grammar." The statutes of St. Paul's (1518) enjoin that the Master shall be "learned in good and clear Latin, and also in Greek, if such may be gotten." The proviso implies some scarcity; in fact it was not, probably, till about 1560 that Greek was thoroughly established among the regular studies of English schools. The statutes of Harrow School (1590) prescribe the teaching of some Greek orators and historians, and of Hesiod's poems. This seems to be one of the earliest instances in our school statutes where the directions for Greek teaching are precise, and not merely general.—Sir R. Jebb, in "The Cambridge Modern History," Vol. I.

WE are moving fast. The *Times* (October 14) has a leader in which the necessity for the training of teachers, secondary as well as primary, is assumed as axiomatic. It also insists, as we have for years insisted, that, for effectual training, theory and practice must be concurrent. The *modus operandi* is left an open question, with the suggestion that the Universities might arrange with the masters of secondary schools for the practical work of its students in teaching. The *Times*, apparently, is not aware that this is now done, though to a limited extent, both at Oxford and Cambridge.

AT an examination of School Board candidates for scholarships the word "malefactor" occurred in the reading, and was pronounced as a trisyllable; so the examiner asked the meaning. Pupil: "Male, a man, Sir." Examiner: "But what sort of man?" Pupil: "Factor, a married man, Sir."

AMONG the managers of London School Board schools there are at present 348 clergymen and 135 Nonconformist ministers.

MARLBOROUGH COLLEGE.—An examination will be held in December next for fifteen Foundation Scholarships, each of the annual value of £30, confined to the sons of clergymen. Particulars can be obtained from the Bursar.

MESSRS. CASSELL have just published a supplementary volume to their "Encyclopedic Dictionary." The complete work appeared in 1888. In the fourteen years that have since elapsed, on a rough calculation, some twenty-five thousand words have been added to the language; this is after making a liberal allowance of ten thousand for words overlooked in the first issue. In the serial edition each part appears with the corresponding portion of the supplement, and numerous coloured plates have been expressly prepared for it. We find "collapsible" in the supplement (page 329) and only "collapsable" in the body of the work. Which is right?

"A STRONG-KNIT and determined man, who practically bossed the undergraduate forces of the college from a fixed purpose to have his own way in everything. I do not know that he was a great scholar; but when he told the examiners to give him a First Class they did. He certainly was not a great actor; but we engaged him out of policy; otherwise we might not have been allowed to act. Still, in my mind's eye I can see his stalwart figure in a frock-coat and a violent perspiration, stammering out his *jeune premier's* creed: 'Where women are concerned I am inflammable, and I glory in it.' And he is Head Master at Eton now."—From H. Merivale's "Bar, Stage, and Platform."

LORD ROSEBURY, speaking at Edinburgh, put very delicately, but none the less forcibly, his opinion of the recently appointed Minister of Education. Lord Londonderry, he was sure, must have taken the post not from a sense of inclination, but purely from a sense of duty and party discipline, and, being a modest man, would be the last to pretend that he was the ideal or the fittest Minister of Education at a great crisis like the present.

MESSRS. NELSON have sent us a very elegant book-case, designed to hold fifty volumes of their "New Century Library." The case measures fifteen inches square by eleven inches high, will stand conveniently on a study table, and revolves on a pivot. The price is 24s.

net. To fill it with cloth volumes costs 6, with limp leather 8, and with leather boards 9, guineas. There could not be a more fitting form of testimonial to a master or mistress.

MR. L. HANSEN BAY, of Carlisle Grammar School, has been appointed Head Master of Deacon's School, Peterborough.

MR. S. O. ANDREW has been appointed Head Master of the Whitgift Grammar School, Croydon.

THE authorities of the University College, Reading, have appointed as Director of their Agricultural Department Prof. Percival, Vice-Principal of the South-Eastern Agricultural College at Wye.

"OLD. PROF. STOWE—Mrs. H. B. Stowe's husband—sent me this story, which is almost better than 'Topsy.' He heard a schoolmaster asking a little black girl the usual questions about creation—who made the earth, the sea, &c. At last came: 'And who made you?' Some deliberation was necessary, after which she said: 'Nobody; I was so afore.'"—From George Eliot's Correspondence.

Two curious translations have reached us—the first from a small boy who probably did not imagine that the Romans talked sense—"Mulier morbo turpi conficitur": "The woman is consumed by a diseased fowl." The other, from the work of a student in an advanced examination, is a new rendering of the familiar phrase, "Cucullus non facit monachum." He wrote: "A cucumber does not make a monarch." Was he probably thinking of the *apocolocyntosis*, or gourdification, of Nero?

OUR old contributor, Prof. Branford, now Principal of the Sunderland Technical College, has sent us a striking address on "The Value of Uniqueness and the Individual." "The individual lessens and the world is more and more," so we were taught by Tennyson; but Principal Branford teaches that "the trend of civilization is towards the increasing uniqueness, value, and non-replaceability of the human individual in his work," a tendency, as he shows, not inconsistent with increasing quantity, cheapness, and replaceability of objects made by machinery.

COLUMBIA UNIVERSITY, which has already come to the front as a pioneer in education, is starting next year an experiment in international journalism. Next January will appear the first number of the *Journal of Co-operation in Literature*, with Prof. Woodberry as chief editor and M. Jusserand and Prof. Brandl among the co-operators. One or two abortive experiments in polyglot journalism have failed; we wish the new venture, which is conceived on broader lines, every success.

LORD HUGH CECIL out-Ceciled himself when, in opposing the amendment to give parents a representative on boards of managers, he contended that a parent's rights were personal, and no individual had rights over other people's children. According to Lord Hugh, in a parish with a hundred Methodist parents, the parson, the curate, and the two churchwardens should appoint the teachers and wholly regulate the religious teaching, and the hundred dissenting parents, though they paid the piper, or at least nine-tenths of the piper, would have no grievance. A hundred parents may all desire undenominational teaching for their children and the wish of each should be regarded, but units should count for nothing against the collective wisdom of a packed corporation.

THE annual meeting of the Geographical Association will be held in London on Friday, January 9, at 3.30 p.m., in the Hall of the College of Preceptors, Bloomsbury Square, by kind permission of the Council of the College, the President, Mr. Douglas Freshfield, in the Chair. An address will be given by the Hon. Sir John Cockburn, K.C.M.G., M.D. (formerly Minister of Education and Prime Minister of South Australia, and now Chairman of the Australasian Chamber of Commerce, London), on "The Australian Commonwealth." There will also be an exhibition of examples of all scales and styles of Ordnance Survey maps; and Mr. Andrews will give a lantern demonstration in connexion with the exhibition.

SIR ERNEST CASSELL, K.C.M.G., has contributed the sum of £100 towards the Commercial Education Expenses Fund of the London Chamber of Commerce for the promotion of its work as an examining and teaching body of subjects of a higher commercial education. The Drapers' Company have also contributed £100 towards the same object.

MR. M. E. SADLER's account of the negro school at Tuskegee,

Alabama, was interesting not only as an account of the heroic struggles of Mr. Booker Washington to give the coloured race a fair start in life, but as suggesting the right solution of the problem that faces England at every turn—how best to educate the less civilized races with which she is brought in contact. His recipe is a large dose of manual training and industrial and agricultural instruction, combined, of course, with humane studies and those moral and religious influences which are indispensable to the making of character.

SCIENCE and Greek have kissed one another. Sir Philip Magnus throws his weight on the side of the majority of Oxford Congregation. He does not, indeed, think that Greek is the one way of educational salvation for the upper classes, like Mr. Lyttelton; but, like Mr. Lyttelton, he holds that, if compulsory Greek goes at Oxford and Cambridge, it will cease to be studied in our public schools, and he wishes to retain it in order to preserve various types of secondary schools. Sir Philip, unlike Nature, is "so careful of the type" that he would compel our young barbarians, willy-nilly, to be taught Greek at our great public schools by the threat that Greekless boys will be sent to Manchester or Birmingham. It is interesting to learn that on the London Senate Sir Philip proposed as alternative subjects for Matriculation Science and Greek. What becomes of Modern Languages?

THERE is an article on the Cambridge Conference in the *Saturday Review* which contains more blunders than there are sentences. "It was due in the first instance to the energy of a man whose very initials have an almost European publicity." As the Vice-Chancellor stated, it was due to the action of the Joint Training Committee, a body of which Mr. Oscar Browning was not a member. "In support of the principle [of training] the Board of Education has started a register, and a proportion of the head masters of the public schools already intend to select their masters from the list." We do not pretend to know the mind of the head masters, but, as the list so far contains the name of only one man, a retired head master, their choice will be limited. "At Cambridge the arrangements made for training secondary teachers have so far been for women." O. B.'s prophet has not even read his speech at the Conference, or the documents that the Principal circulated. This crop of blunders is culled from the first paragraph of the article.

COLONIAL AND FOREIGN NOTES.

FRANCE.

France, at the invitation of M. Henri Bornecque in the *Revue universitaire*, is asking herself whether there is anything that may fitly be adopted from English secondary education. In the new scheme, which came in force on October 1, German guidance has been followed: the German *Gymnasium* is the sponsor of the Greek and Latin group, the *Realgymnasium* of the Latin and modern languages, and the *Oberrealschule* of the science and modern languages group. Has England nothing worthy of imitation? As regards the education of the mind M. Bornecque can say little in our praise. It is generally agreed, he observes, that intellectual culture in England stands at a lower level than in France. The English know nothing of modern languages, and the same ignorance prevails in all that relates to history and geography. A great Manchester brewer asked M. Max Leclerc whether Brazil was not a French colony and whether Napoleon had not sent Maximilian thither; a distinguished member of Parliament assured a French novelist that the best French governesses came from Hannover—or dare we write Hanover?—to say nothing of Lord Palmerston, one of the most brilliant pupils of "Harrow College," who, when appointed Minister for the Colonies, required to have them shown to him on a map. We are more inclined to admit our national ignorance than to accept the proofs of it. Many such instances are needed to establish a general condemnation in England or in France. We have no wish to retort, however gently, on our neighbours; but M. Bornecque himself puts an irresistible temptation in our way. He tells us presently of the exclamation, ascribed by some to Nelson, by others to Wellington, on the lawn at Eton: "C'est ici que nous avons vaincu Napoléon." Doubtless some French authority makes Nelson declare that the battle of Waterloo was won on the playing fields of Eton; but our rascally text-books represent the Admiral to have fallen on an earlier occasion, at a time when Napoleon could by no means have been said to be conquered. But to leave imperfections of knowledge aside, we discover five points in which the French are recommended to copy our institutions. English games should be introduced instead of the formal gymnastic exercises in which boys find small delight. The principle of trusting to a boy's honour and taking his word might profitably be introduced. The system of monitors or preceptors is preferable to surveillance by ushers. A tutor under whom the pupil remains for the whole course of his studies is a desirable support. Lastly, the extensive powers that an English head master possesses in respect to super-

annuation and expulsion might fitly be conferred on the responsible director of a French school.

Mr. Rhodes has found an imitator, on a small scale, in France. M. Robert Lebaudy has just placed at the disposal of the University of Paris a sum of 8,000 francs to enable it to maintain for a year at the University of Chicago two French exhibitors, who will then be able to teach the French language and literature in the schools of the United States. The idea is a generous and unselfish one. The Germans, we understand, expect their Rhodes scholars to return from Oxford and teach English at home. Nor shall we blame this use of the benefaction. A number of exhibitions in England tenable not at Oxford or Cambridge, but at Bonn or Lyon, would supply us with what we sorely need—a body of modern language teachers trained in the country whose speech they profess.

UNITED STATES.

The *School Review* has been pursuing, by means of the usual question slips, an interesting inquiry into the reading tastes of high-school pupils. The result is in conflict with the received opinion in England that up to a certain age boys and girls delight in the same books; for the answers show clearly that the love of adventure predominates with boys, and of sentiment with girls, although they have a common ground in books rich both in feeling and incident. A summary of the tastes as ascertained may be useful to school librarians:—

Boys and girls both like: Dickens, Hope, Longfellow, Scott, Sienkiewicz, Westcott ("David Harum").

Boys alone like: Blackmore, Cooper ("Mohicans"), Churchill, Dumas, Ford, Henty, Hughes, Kipling, Stevenson.

Girls alone like: Alcott, Barrie, Brontë, Bulwer, Lamb, Shakespeare, Stowe, Tennyson. "Gulliver's Travels," Hawthorne's "Wonder Book," and "The Pilgrim's Progress" are all on the black list, being esteemed books that few boys or girls, having read them, would wish to read again.

The concluding remarks of the investigator are not new, but will bear repetition: "It seems to me that our study has given us certain pretty clearly proven results. First, boys and girls are not men and women; their tastes are, and ought to be, strikingly unlike those of their teachers. They are going through a progressive development, which must not be forced; and they intensely dislike, with reason, any form of literature inconsistent with that development. It is our business as teachers to study the lines of normal growth, and to lead our pupils naturally from one interest to the next higher, putting aside the special delights of our own library until our pupils also shall have reached maturity."

INDIA.

Never since the former Bishop of Calcutta delivered himself of his unhappy suggestion has Indian society been so moved by an educational question as by the recently issued—in outward seeming harmless—Universities Commission Report, of which we made brief mention in our November number. We find before us numerous proofs of articles, essays for review, counter-reports, and statements of dissent; for all of which we express our thanks, although it is as difficult to extract root ideas from the mass as to recover an Alpenstock from under an avalanche. Let us attempt, nevertheless, to give a short account of the case for the opposition.

The natives of India, first of all, complain that they were not adequately represented on the Commission. As originally constituted, it was made up of six members, of whom only one was an Indian, and he an Indian not representative of the educated classes in his country. Yielding to public opinion, the Government added to the six Mr. Justice Gooroo Dass Bannerjee. Whatever weight the Commission gained by this addition is counterbalanced by the fact that he disagrees with many of the most important conclusions arrived at by his colleagues.

Again, the Report declares that in all matters relating to higher education efficiency must be the paramount object, it being "better for India that a small number of young men should receive a sound liberal education than that a large number should be passed through an inadequate course of instruction, leading to a depreciated degree." To which it is replied that efficiency is relative. In the march of progress there is always a higher stage of efficiency than the one found to exist at a particular moment. It would be possible, by raising the standard continually, to make the demand for efficiency an impediment to education, to shut many legitimate applicants out of the gates under a pretence of selecting the *élite* for admission. Moreover, why should the principle of efficiency be applied to higher education only, and not to primary and secondary? About 94 per cent. of the population of India are unable to read and write. Why not direct towards the illiterates some of this newly developed zeal for efficiency, which is, perhaps, intended chiefly to prevent the natives from fitting themselves to participate in the government of their country? As to the alleged superabundance of graduates, official statistics show that in the last five years the Indian Universities have granted degrees to only 6,223 students, a yearly average of about 1,242 graduates, drawn from a

people of 287,250,000; and these graduates, far from being superfluous, are centres of enlightenment amid the as yet unconquered ignorance and superstition of the masses.

The recommendations of the Commissioners in regard to the constitution of the Senate, if carried into effect, would cause it to be composed mainly of Europeans, whether Government officials or private persons, and Christian missionaries. To put control into the hands of a majority so formed would be to divorce the University from the people whom it was established to benefit. The objections in this respect are voiced by the dissentient Commissioner, Mr. Justice Gooroo Dass Bannerjee, who asks that European and Indian interests should be represented in fair and, if possible, equal proportions. "In the management of Indian Universities," he observes, "it should be borne in mind that it is Indian youths who chiefly resort to them. Their requirements and difficulties, their habits and modes of life, and even their sentiments and susceptibilities should receive due consideration; and for that purpose educated Indians should be adequately represented on the Senate."

The Syndicate—the body, consisting of the Vice-Chancellor and a small number of the Fellows, in which the practical government of each University is vested—will be elected by the Senate. It will thus reflect the partisan colour of the electorate. Again, it is to contain a statutory majority of professors or other teachers. Educational officers, not amenable to outside influences, will predominate in the executive authority of the University.

It is recommended by the Commission that the Universities should in future decline to affiliate any second-grade colleges; that in the case of those now affiliated the aim should be to effect their gradual separation; and that those which cannot hope to rise to the first grade should revert to the position of high schools. Native opinion deems these proposals both unjust and prejudicial to the advancement of collegiate education. Some of the existing first-grade colleges were at one time second-grade, and, if the rule now outlined had been in force earlier, would have been extinguished before coming to maturity. The second-grade colleges threatened with destruction are doing useful work, and form a necessary stage in the educational evolution of the country.

Such are the principal objections raised to the vital clauses of the Report. We have been content to set out their scope, finding ourselves unable to discuss them in the limits of this note. But to those who have been rendered uneasy as to the welfare of higher education in India we offer two words of comfort. Firstly, it is a far cry from the recommendations of a Commission to legislative or other action. Secondly, should the cause they have at heart be seriously imperilled, Indian education has friends enough in England to make reactionary measures injurious to the proposer and impossible to carry; as witness the end of the episcopal fiasco. For ourselves, we have confidence in Lord Curzon, who has to be heard—a confidence which some of our correspondents unwisely withhold.

SOUTH AFRICA.

The official *Education Gazette* has been considering the effects of the war on the schools of Cape Colony, and, falling naturally into a military metaphor, finds that the forces that make for educational progress have sustained a severe repulse. In the second quarter of 1899 there were 2,650 schools in operation; in the second quarter of 1902 only 2,438; so that 212 have closed their doors during the struggle. Every one of the seventeen schools in the Calvinia division and of the six in the Hay division has disappeared. On the other hand, the total number of pupils on the register rose in the period indicated from 142,437 to 149,111, an increase of 6,674, or about 4·8 per cent. This is a pretty illustration of statistical caprice, and shows how figures may be two-edged. If you wish to prove that the war has been a drawback to education at the Cape, point to the schools; if the contrary, to the pupils. Closer examination removes the mystery. The schools to suffer most have been the small schools on farms, the extinction of which had little effect on the register. As to the pupils, although the number of white children receiving education shows a considerable decrease, the number of coloured children has steadily increased. But, satisfactory as this increase is, it must be remembered that education has as yet touched only the outskirts of the native races; and, if the harvest gathered from them into the schools has been plenteous, the fields un-reaped are boundless. The white population has obviously suffered educational loss by the war. The excellent comment of the Superintendent-general is:—"It is incumbent on all of us to redouble our efforts, so that the damage may be repaired as speedily as possible."

Under what difficulties the work of repair, or of building, has to be carried on is brought out by an anecdote. A sub-committee of the South African Teachers' Association, having been appointed to collect information on the subject of the Registration of Teachers, addressed itself to various colonies and countries. It appeared, however, when the matter was further considered, that any form of registration, no matter how lenient the conditions, would be impracticable in the Colony, since about half the teachers employed in Government schools are uncertificated, and more schools would be closed than by the war if the humblest qualification in the way of a diploma were insisted on. Registration, then, must wait for a more convenient season.

Teachers in the Transvaal have their special grievance. Not war, but the peace, has hampered their energy; for the Education Department had organized large and well staffed camp schools, which now are dwindling away. Take, for instance, the much talked of camp at Irene. When the teachers returned from their holiday at Johannesburg, out of the eleven hundred children on the roll at the end of June not one hundred appeared on the opening day. Happy children! happy teachers, too, in spite of broken classes and disordered time-tables! For in these camps the Boers have learnt the value of education, and beg the English women to go as governesses to their farms. The Outlanders have caught the general infection, and Johannesburg clamours for its "teaching University" with a strange new-born zeal for self-improvement.

WEST AUSTRALIA.

The Report for the year 1901 of the Education Department is, on the whole, pleasant to read. It is satisfactory to find that 1,991 pupils were added to the registers of the Government schools, which now show a total of 20,548 scholars, with an average attendance of 16,423. The Department had to face great financial difficulties during the year; but, in spite of them, nearly £50,000 has been spent on school buildings, which will compare favourably with those in other countries. As might have been expected, the expenditure for education differs considerably in various parts of the colony, being heavy in the goldfields and outlying rural districts, where it is essential that the public purse should be most freely opened. It is difficult in such places, says the Minister, to obtain duly qualified schoolmasters. "The education of the young requires teachers of high character and cultivated minds. The training of the master himself must be long and thorough. His career must be made as promising and attractive as possible. The State cannot afford the bringing up of its youth to any but the best men. It is gratifying to be able to report that the average salary has been increased for heads and assistants from £131. 18s. 9d. in 1900 to £142. 18s. 3d. in 1901. This remuneration is, however, very low for those entrusted with one of the most important duties in the State." Make it somewhat higher, we allow ourselves to suggest, and an abundant supply of competent teachers could be got from England, where young candidates for the school are told daily that they are seeking to enter an overcrowded profession, and older ones stand vainly on the curbstone for hire. We pass over the statistical part of the report to the details furnished by the local inspectors. Curious it is to find several of them calling attention to a tendency that we had not yet observed in the best loved of our colonists, the tendency to a dialectic change which is of the greatest interest to philologists. We quote from the report of Mr. W. Hope Robertson, M.A., Inspector for the Eastern Goldfields and other districts:—"The 'Australian twang,' as it has been called, is prevalent in many schools, both amongst the teachers and the taught. Where this is the case, it seems almost hopeless to eradicate it, and no doubt it will become accentuated, owing to the climatic influences, which tend to the gradual broadening of the vowel sounds. Taken as a whole, the English language is well pronounced—better, probably, than it is in England, as we have not the different dialects to contend with, nor the various 'cockneyisms' to fight against; but it at times gives one a shock to hear (amongst other words) 'paper' pronounced as 'paiper,' 'face' as 'faice,' and 'cake' as 'caike,' to say nothing of 'town' as 'teown,' or of 'cow' as 'keow.' Everything should be done to put off the evil day when we, like the Americans, shall have an unmistakable accent; but it seems to me as certain as it is that night will follow day that in time to come the prevalence of such an accent will be an accomplished fact."

Mr. Robertson, it will be seen, sets the change down to the effects of climate; he shakes our confidence in his judgment when he describes the twang as a broadening of the vowel sounds. Another inspector speaks of it as a "monotonous drawl," to be conquered by an appeal to the child's sense of what is natural, and by constant imitation of the teacher's mode of speech. His teachers, then, are free of twang. It is the same inspector who states that too much time is devoted to the mnemonic method of teaching letters and their sounds, believing that the value of the letter *w* may be learned without always associating it with "what mother does with the clothes." We agree with him in that, and we end this note by reproducing his paragraph, which also has our approval, on the kindergarten and manual training:—"Kindergarten work is extending rapidly, as many of the women teachers of small schools take much more than a passing interest in it. The pity is that some very willing teachers have no opportunity of coming in contact with those who have had kindergarten training and are proficient in the teaching of it. Modelling in clay is the branch of formative education adopted most generally in the standards. Much useful training of the hand and eye results. Still, it is scarcely in accord with the best practice for all children to continue modelling right through their whole school course. Chip-carving, bookbinding, modelling with cardboard, and iron-work are also taught in a few schools. One school, Moonyonooka, is specially to be complimented upon the excellence of training given in iron-work."

QUEENSLAND.

We observe with regret, indeed with indignation, a paragraph in the Education Report for West Australia in which the Minister remarks that in enforcing compulsion the members of the police force have rendered most valuable assistance to the Department, and that very sincere thanks are due to them. Due by whom? Not by those who love children and think that the school can serve them. Parents may need coercion; but consider the effect of such a means of compulsion on the mind of a child. Nothing can be more mischievous than to represent education not as a boon, but as a punishment, and to confound, in the unripe intelligence, a school with a gaol. In Queensland gentler methods are employed, and an illustration of them may amuse our readers, if it does not establish the success of kindness. A teacher in a northern town, annoyed by the persistency with which one of her scholars absented himself from school, was on the point of reporting the case of the boy to the truant officer when she happened to mention it to a lady superintendent. The superintendent is all goodness, and told the teacher to send him to her the next time he offended. One afternoon there appeared at the lady's house a small boy. The lady superintendent was all smiles and attention, and treated the boy to a royal "spread," a feast the like of which he had never tasted before. He was soon made to feel perfectly at home. "Now," thought the benefactress, "is the time to preach my little sermon." So she put before him the evils of truancy, and besought him to be a model boy in the future. Imagine her surprise when he said to her: "I ain't the boy as runs away from school, ma'am. He giv' me a penny to come here in his place." The rogue had played truant from the admonition and the treat.

CALENDAR FOR DECEMBER.

[Items for next month's Calendar are invited. Matter should reach the Office, 3 Broadway, Ludgate Hill, London, E.C., by the 23rd inst.]

- 1.—College of Preceptors Teachers' Diploma Exam., January. Return forms.
- 1.—London University B.S., M.S., and M.D. Exam.
- 1.—London University Matriculation. Return forms.
- 2.—London University D.Lit. Exam.
- 2.—Oxford Exams. for Women. First Public Exam. begins.
- 2-3.—Cambridge Teachers' Training Syndicate Exams.
- 2-4.—Institute of Chartered Accountants Preliminary Exam.
- 3-4.—Marlborough College Foundation Scholarship Exam.
- 3-5.—Canterbury King's School Entrance Scholarship Exam.
- 4.—Entrance Scholarships Exams. at Caius, Christ's, Clare, Emmanuel, King's, Pembroke, and Trinity Colleges, and Trinity Hall, Cambridge.
- 4.—Queen's College, Oxford, Scholarship Exam.
- 4.—Keeble College, Oxford, Classical Scholarship Exam.
- 4.—Caius College, Cambridge, Salomons Engineering Scholarship Exam.
- 4.—St. David's College, Lampeter, Responsions.
- 6 (and following Saturdays).—Froebel Society Classes, St. Martin's Schools, Adelaide Place, Charing Cross. Apply to Secretary, Miss Noble.
- 8.—Durham University Preliminary in Arts. Return forms.
- 9.—National Froebel Union Higher Certificate Exam.
- 9.—Board of Education Exam. for Scholarships.
- 9.—London University Exam. in Teaching.
- 9.—London University Scriptural Exams. begin.
- 9-10.—Institute of Chartered Accountants Intermediate Exam.
- 9-11.—College of Preceptors Lower Forms Exam.
- 9-13.—College of Preceptors Certificate Exam.
- 10.—Oxford Exams. for Women. Responsions begin.
- 10-14.—Cambridge Preliminary Local Exam.
- 12.—Merchant Venturers' Technical College, Bristol. Distribution of Prizes by the Right Hon. Sir William Hart Dyke, M.P.
- 13.—College of Preceptors Council Meeting.
- 15.—London University Intermediate B.Mus. and D.Mus. Exams.
- 15.—Pharmaceutical Society's Exams., January. Return forms.
- 15.—Post Prize Competitions for *The Journal of Education*.
- 15-19.—Cambridge Local Exams.
- 15-20.—Cambridge Higher Local Exams. Groups B and C.
- 16-18.—Institute of Chartered Accountants' Final Exam.
- 18-20.—St. Catharine's College, Cambridge, Scholarship Exam.
- 19.—Cambridge Michaelmas Term ends.
- 22.—London University Preliminary Scientific (M.B.) Exam. Return forms.
- 22.—Post School News, items for this Calendar, &c., and Advertisements for the January issue of *The Journal of Education*.
- 22-23.—Head Masters' Conference, Tonbridge.
- 23.—Modern Language Association. Annual Meeting at the College of Preceptors, 10.30 a.m.

- 24.—London University Intermediate Medicine Exam. Return forms.
- 27 (first post).—Latest time for receiving urgent prepaid school and teachers' advertisements for the January issue of *The Journal of Education*.
- 30-Jan. 2.—College of Preceptors Exam. of Teachers for Diplomas.
- 31.—Institution of Civil Engineers. Return forms for Admission of Students and Election of Associates in February.
- January 6.—Association of Technical Institutions. Annual Meeting at the Goldsmiths' Hall, London. The President, Lord Avebury, in the Chair. Address by the President-elect, Sir John Wolfe Barry, K.C.B., F.R.S.

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(Continued on page 798.)

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HOW TO WORK THE EDUCATION BILL.

By H. MACAN.

PART III.—LOCAL MANAGEMENT AND FINANCE.

IN whatever form Section 7, and the subsequent sections which have been born from it, emerge from Committee and the Lords, there is now no doubt that the matter of the local management of school details must be one of very little concern to the Education Authority—at any rate, in an administrative county. Just as the county body can, and will, "control," so it cannot, and will not, "manage." The system adopted with such success in the case of the county secondary schools—namely, of framing, on the lines of the Charity Commission, schemes for a semi-independent corporation for each school, amenable to the minor Local Authority in many respects—will probably work best. For the county body to find one member for each managing body in provided schools will be very difficult; to find a majority would be impossible. Just as I have advocated the absorption, as far as possible, of all bodies in a county into one paramount Local Authority in touch with (and the only body in touch with) the Board above, so I am convinced that, once this is done, there must be a handing back from this principal Authority of almost everything in which no principles are involved to every minor body down to the smallest Parish Council which can be induced to co-operate. Naturally this must always be done on the Swiss system, with entire regard to the area to be served. A secondary school of any grade, which certainly, in these days of cheap and rapid locomotion, serves a circle of from three to five miles radius with the school as centre, cannot be entrusted to any extent to the Urban Authority governing, say, one square mile, in whose area it happens to be situated. Elementary education also has like difficulties. Voluntary schools exist within a stone's throw of Board schools; small schools serve contiguous small ecclesiastical parishes; a parish, or town, provides Board schools without reference to other schools just inside its borders. Combination between adjacent small areas with reference to the management of groups of schools is therefore essential. It appears to me that the only way to settle these questions satisfactorily is for the County Authority, immediately it is established, to draft a general scheme of county devolution and then call a conference of all existing Local Authorities, municipal or educational, to thresh out the details.

Now the hierarchy of the Bill as regards Authorities is in effect threefold: (1) The Board of Education, (2) the County

Committee, (3) the managing body. The "appointers" of any of the three need not be taken into consideration in the present connexion. In the larger counties, at any rate, there must also arise a body or bodies intermediate between (2) and (3). This may take the form of an Advisory Council, covering the area of, say, a Poor Law Union, or may be simply the existing Urban and Rural Sanitary Authorities. By means of such a body the County Authority will be able to divest itself of every scrap of work of the nature of "management." It is impossible effectively to manage and at the same time keep the width of view, the general survey of the field, essential to control. The more a County Body interferes in the details of the work of the school, the teacher, and the scholar, the less it will be able to fulfil its ultimate destiny of relieving Whitehall and South Kensington of all but the highest educational direction. All dealings with *persons* are best in the hands of a body with the most intimate knowledge, namely, the nearest; all questions of *principles* are best in the hands of the wider body, free from all consideration of persons. The appointment and payment of all purely local teachers, the provision of apparatus for current use, the letting of school-rooms, the engagement of pupil-teachers (not their education), matters of discipline as regards teachers or pupils, are all best out of the hands of the County Authority. Of course there must be always a veto and an appeal, and also, where money is involved, a sanctioned estimate; but the less the hand of the county appears the better. School-attendance officers will have to go on with their work as heretofore; but over this branch there will have to be a very strict county surveillance, as I have dealt with in detail before. Naturally School Board clerks in all large areas will be continued in office, and small areas will be amalgamated under one clerk.

The very large number of unnecessary school places now existing, and due to the overlapping of the "catchment basin" of the parochial elementary schools, must be done away with; this can only be done by the most skilful and widespread combination of local areas, their Committees of Management and officials. Now as to the appointment of the one county representative on managing bodies of voluntary schools and the four representatives on those of Board schools. I cannot see that the local County Councillor can fairly be asked to be the single one or even one of the four. It is better that this work be delegated to the minor Authorities on the understanding that the representative managers report fully once a year to the minor Authority, and those bodies transmit all such reports, with their own comments, to the County Authority in due course. It should also be part of the bargain that a county official should have the right of being present at any meeting of managers—of course, without a vote. One matter which will require very careful consideration is that of school attendance. The old Committees stand abolished by the Bill, and certainly in the rural districts deserve their fate. It is important that they should not be resuscitated, and that no merely local and parochial bodies take their place. If school attendance is to become a reality in the rural districts, the enforcing Committee must be free from all influence on the part of the farmers, and the officers must be men of position and intelligence whose whole time, and consequently whole interest, is in the work. Therefore, I recommend that the County Authority keep all this work in its own hands, appointing a special sub-committee to sit once a month as the School Attendance Authority. The county would then be organized just as it is for Weights and Measures and Foods and Drugs Act purposes. Inspectors, whose districts would correspond with one or more petty sessional divisions, would be appointed by the Authority, and would attend and give in their reports at its monthly meetings. They should be persons, if possible, with some legal training, and should be capable of conducting prosecutions themselves as well as of acting on their own initiative in taking out summonses or issuing warnings. The local bench will be much more likely to pay attention to the complaints of such county officials than it would or does to the purely local men without much expert knowledge.

Finance.

It is of great importance that Local Authorities should not be led away in the earlier stages of working the Bill into "liberal" finance. Great pressure will be brought to bear on them in quarters which need not be specified, to adopt the line that the voluntary schools are quite inefficient through want of money, that the large School Boards have set the standard of

efficiency, and that there must be a levelling up to this high-water mark at once. There are large opportunities of saving money both in Board and in voluntary schools. What was in the eyes of the Board schools elementary education before the days of Cockerton is so no longer. The new Authority has to provide for pupil-teachers' centres and all the other higher and more expensive work out of its secondary rate. The voluntary and Board schools alike in the rural districts have of necessity wasted money owing to lack of machinery for co-operation: a special teacher for a group of schools at an inclusive salary is much cheaper and better than odd teachers at so much per hour for each individual school. Interchange of specimens, apparatus, and books can now of course be easily arranged by a proper system of grouping schools in districts, and, as Board and voluntary schools can be grouped together, contiguity, which always means saving, need be the only matter of consideration. The travelling library and Nature-study museum will be a feature of each school-teaching circle.

No doubt, also, very great pressure will be brought to bear upon the Local Authority to act as a glorified School Board, and pay all teachers' salaries itself, as well as order from the makers apparatus and books. This, I consider, would be the greatest mistake. It would bring the Authority down from the level of a court of appeal in equity and finance to that of a mere managing body; would so occupy its time that it would be quite impossible for it to attend to the co-ordination of education and other greater matters of the law, and would deprive managers of any real sense of responsibility. The proper line of action, I take it, is for the Local Authority, since the law has evicted the managers and School Boards from being tenants or owners, to reinstate them as caretakers, or rather overseers, and hold them responsible for all local finance. The estimate sent up at the beginning of the year should show (just as in the present aid-grant form) the estimated expenditure under certain heads and the estimated income from Government grants. The Local Authority will carefully consider this, not, I take it, so much in reference to any cut-and-dried rules, scales of salary, &c., but according to the circumstances of each case. They will then allocate to the managing body so much rate-money as will make up the "taxed" deficit, leaving in their own accounts a small margin for contingencies. Outside, however, the sum voted and the margin, if necessary, no managers should be allowed to spend a farthing more, except out of their own pockets, nor should they be allowed to pledge the credit of the Authority in any respect. As the managers appoint the teachers, and are on the spot, they must make themselves responsible for the maximum grant being earned, or be prepared to pay the balance out of their own pockets. Another point which will require careful watching is the, no doubt, inevitable rise in salaries. Whatever salary is paid should be entirely for work done in the school, and, of course, should be a fair wage for this, calculated upon the work to be done, not on the paying capacity of the managers. But experience of the Technical Instruction Acts shows that managing bodies when spending the rates, and not their own money, have a benevolent tendency to take into account other and unpaid extraneous work when assessing what is nominally a salary. The man who acts as parish factotum when it is *not* in his teacher's agreement must not expect to have a higher salary as teacher in return. It is very doubtful whether as soon as teachers are paid a sufficient salary they should be allowed to impair their activity and efficiency in the positions of tax-collectors or gas or insurance agents. The question of paid correspondents will soon arise. In many cases it will probably be economical in the long run to enlarge very materially the area of operations of some of the best clerks of School Boards, and give them some official position as regards the voluntary schools in their area. In any case, adjacent School Board areas should be merged and placed under one clerk; it will cost less to give the work of three or four men to one, and a better man will be obtained for the purpose. Ultimately the county will be divided into School Board districts, few in number, but each served by an efficient local officer.

It is of some importance for managers to maintain (if they have them) the joint banking schemes. The local rate aid will no doubt be paid to them half-yearly, and the Government grants only when they come in. Hence they will often want ready cash. As they must have some central and pooled funds for the purpose of structural repairs and additions, they may just as well keep the whole system going. Otherwise a much

larger rate must be raised at first in order to supply cash and working balances. There is no reason why Board Schools in the same district should not co-operate, and thus swell the bank receipts.

CORRESPONDENCE.

WHAT IS ELEMENTARY EDUCATION IN AN EVENING SCHOOL

To the Editor of The Journal of Education.

DEAR SIR,—According to the amended Clause 18 of the Education Bill:—"Elementary school" shall not include any school carried on as an evening school under the regulations of the Board of Education when any part of the education is *other than elementary*."

Now, as the task of saying what is, and what is not, elementary proved too much for the Board of Education prior to the Cockerton case, and as the Board did not wish in future to be constantly engaged in quibbling disputes with ambitious School Boards and Primary Education Committees as to what part of evening-school work could possibly be called elementary, the original draft of the Bill wisely excluded all night-school work from the elementary-school division.

But the unfortunate amendment I have quoted has altered all that, and we shall now probably at no distant date be having another Cockerton case in order to obtain from the Law Courts a decision as to what is possible as elementary education in a night school under the regulations of the Board of Education.

The following is a sample of subjects taught by the London School Board at its evening schools, where, according to Dr. Macnamara, 75 per cent. of the work is purely elementary:—Latin, French, German, Italian, Spanish, Organic and Inorganic Chemistry, Metallurgy, Anatomy, Drawing from Antique, &c. I will undertake, as I am assured the officials of the London School Board also will, to teach any of the above subjects as "elementary education" in an evening school under the regulations of the Board of Education. It is very easy. All you have to do is to prefix the words "elementary," or "elements of," before any of the above-named subjects in your class time-table and it becomes elementary education at once.

I believe you can also do it another way by calling your subject a "Code subject"—a plan which was evidently in the mind of the London School Board when it quite recently requested that, under the Bill, evening schools should be carried on as elementary education under the Elementary Authority and under a Code which they were careful to ask to have drawn up by the *Whitehall* branch of the Board of Education.

While this can be done co-ordination of education is impossible, and the only resource appears to be a second Cockerton case to get a definition of what is elementary. It is true that the list of subjects that I have named as taught at the London School Board includes reading, writing, and arithmetic, but I do not suppose that even Dr. Macnamara would bind himself to say that his "75 per cent. elementary" was composed entirely of evening students in these three subjects, whatever may be the case in the rural district night schools.

I have no hesitation in saying that, if Mr. Balfour's amended Clause 18 is honestly interpreted as to the words "other than elementary," there is not, in London at any rate, a single evening continuation school which is a "public elementary school." At the same time I feel that the clause will not be honestly interpreted without the intervention of the Law Courts and a second Cockerton case to determine what is "elementary." And because I dread this disagreeable necessity I would urge the Government to render it impossible by simply adhering to the original draft of the Bill, which provided that no evening school should be regarded as a public elementary school.—I am, yours faithfully,
J. S. R.

THE TEACHING OF GEOMETRY.

To the Editor of The Journal of Education.

SIR,—When I was a boy I sometimes wrote, in the Greek tongue, about my astonishment at the wisdom of the geometers of bygone days. But I now feel far greater astonishment at the geometers of the present day—not so much for their learning as for their disregard of the most obvious principles.

The author of the paper on Geometry printed in your November issue says he "would like to see the term 'ray' in general use" in geometrical science. But let us first see in what sense he intends it to be used. Already, in agricultural science, the term "spade" has long been in general use to denote a spade, and I hope it will remain with us. I see no objection to using the term "ray" for anything that has the characteristics of a ray of light. But it is astonishing to me how anybody professing to have the exactness and discernment of a mathematician can seek to apply such a term to a geometrical element which is at variance with a ray of light in its essential features. The very

idea of a ray is that of a thread of light issuing from some particular point, some radiant object. The thread may be prolonged ever so far into the distance; but it always proceeds from a definite starting point. And now these mathematicians want us all to use the word "ray" in geometry as a technical term for a straight line that has no limit in either direction. Also a ray of light flows one particular way, like the stream of a river; whilst an ordinary straight line embodies a duality of direction, this way or the opposite way, indifferently.

I am not myself an assistant master, and so I cannot be blamed for neglecting to be present at the reading of a paper on a subject in which I am so deeply interested. But did not one, I wonder, of those who were present make any protest against such a breach of the principles of nomenclature? Are assistant masters mere slaves or puppets that let other people do their thinking for them?

Any mathematical committee appointed to revise geometrical teaching should have power to add to their number some little boy out of the street. What are called highly qualified men in any subject often draw up systems that are far better adapted for their own delectation than for the enlightenment of a beginner whose ideas are few and whose language is simple. As a memorable instance I may cite the "Public School Primer."

I gather that Prof. Henrici has felt himself driven to adopt the unsatisfactory term "half-ray" to denote what might, with perfect imagery, be called a whole ray—viz., a one-ended straight line of indefinite extension in the other direction. The German mathematicians have long ago employed the term "ray" with perfect correctness in their projective geometry—e.g., in the studies of *Strahlenbüschel*, and I hope that Prof. Henrici will use his influence to annul the original error of nomenclature which begot the "half-ray," so that reason may find itself hand-in-hand with authority; and, if I may offer one word of advice to the geometers of these days, it would be not to multiply technical terms and complex ideas, but to call a spade a spade and a straight line—what? Why, a straight line!—I am, Sir, yours obediently,
E. ALDRED WILLIAMS.

103 Station Road, Finchley, N.

BREVET SUPÉRIEUR.

To the Editor of The Journal of Education.

SIR,—Can you, through your columns, kindly help me to find out what standing the French *brevet supérieur* takes in England when compared with English diplomas? Would the *brevet supérieur* be, in the eyes of an English head mistress, a sufficient proof of capacity to teach French throughout a school to English children, if this diploma were possessed by a trained, certificated English teacher who had prepared for and passed the *brevets* examinations in France at an *école normale*? How far would this French diploma go in qualifying the trained English mistress to register as a "special teacher" of French? I left England before the Register was drafted: I shall therefore be very grateful for any expression of English opinion on the subject. You are, doubtless, aware that the *brevet supérieur* is the qualification which the French Government accepts from teachers in secondary schools that are "recognized" (*autorisées*) in France.—I am, Sir, yours faithfully,
PROFESSEUR D'ANGLAIS.

Institution Fénelon, Tours.

[The value of the *brevet supérieur* is fully recognized by English head masters and mistresses; but it will not qualify for the Register, nor is there any expectation that modern language teachers will be admitted as such to the Supplemental Register.—ED.]

MUTUAL OFFERS FOR STUDENTS OF FRENCH.

To the Editor of The Journal of Education.

DEAR SIR,—I shall feel grateful if you can find space in your valuable journal to announce that the head master of a good *lycée* in the centre of France will receive, free of charge, a young Englishman educated in a Board school, willing to learn French and to speak English to a few of the best boys for two hours a day, in return for board and lodging. He would be considered as one of the resident masters, but there are no supervision duties. He must be a gentleman, with a good pronunciation, age eighteen to twenty-three. Degree no object.

The head mistress of a girls' training school (*école normale primaire*) will receive at the reduced rate of £3 per month, for board, lodging, and tuition, a young English girl (musical) willing to give the other pupil-teachers a little English conversation. She can attend the classes, lectures, &c.

Any intending candidates should write to yours faithfully,
Glenlyon, Harrow-on-the-Hill.

B. MINNSEN, M.A.

MODERN LANGUAGE HOLIDAY COURSE.

To the Editor of The Journal of Education.

DEAR SIR,—During the Christmas holidays we desire to arrange short courses in the modern method of language-teaching in French and German, and to receive lady teachers as paying guests. We have

a thoroughly experienced teacher, an M.A. of London and Dr. Phil. of Bonn, who has resided for a long time in France. We feel that for those who already know the languages grammatically even a fortnight's daily lesson in the language would give a good insight into the method of teaching by the aid of pictures which is now so much practised. We would do all in our power to make a stay in our interesting city pleasant, even if visitors desired rest rather than study, for the language classes would be optional. The hostel is well appointed and in a charming situation, close to the cathedral.

For particulars and terms, which would be very moderate, early application should be made to the Resident Warden, Miss Shorts.—Believe me, faithfully yours, JESSIE DOUGLAS MONTGOMERY,
College Hostel, Exeter. Hon. Warden.

"THAN WHOM."

To the Editor of *The Journal of Education*.

SIR,—Is it not enough to say of the two words at the head of this letter that by usage "than" has been allowed to exercise the functions of a preposition, and so to take an objective case? We may compare the uses in Latin of *pridie* and *postridie*; and of *ante* and *post*, for *antea* and *postea*, followed by *diem* in the records of dates. It seems to me that we get as good an "explanation" here of a vagary in language as nine-tenths of the current "explanations" of correct construction. It will be remembered that Prof. Conington, for one, wrote "than who." —I am, Sir, faithfully yours, J. H. RAVEN.

FIVES COURTS.

To the Editor of *The Journal of Education*.

SIR,—I should be very much obliged if any of your readers could give me particulars of the cost of fives courts which they may have constructed lately. I meditate having two built together, of the plain type without step or buttress. I should prefer them to have four walls and to be covered, but this must depend on the cost. Information regarding measurements, plans, and materials will be welcome.—Yours faithfully,
The School House, Loughborough. B. D. TURNER.
November 20, 1902.

REVIEWS AND MINOR NOTICES.

Tiberius the Tyrant. By J. C. TARVER, author of "Life and Letters of Gustave Flaubert," "Some Observations of a Foster-Parent," &c. (Price 15s. net. Constable.)

Judge Jeffreys has been whitewashed, so has Judas Iscariot; now comes the turn of Tiberius. The aim of this book is to prove that Tiberius has been grossly misjudged, and all owing to the malice and the literary skill of Tacitus. It is a powerful piece of special pleading, and written with a literary taste and humour which honourably distinguish it from the general run of scholastic books; but it will need more than that to convince the world of scholars that Tacitus was so hopelessly in the wrong. And, after all, the case against Tiberius does not wholly rest on Tacitus. It may be that the "Lives" of Suetonius, are all gossip; but, after all, gossip has often some foundation in fact, and we can hardly deny that the current view of Tiberius is not very different from the opinions generally held in Rome at a time when his reign was not ancient history.

Mr. Tarver takes pains to prove that Tiberius was an able general (he compares his great combined movements with those of Napoleon) and as able a diplomatist—"perhaps the ablest of Roman emperors," he quotes from Mommsen with approval. But this no one will deny. It may also be admitted that Tacitus had an intense prejudice against him, and that some at least of his sources (such as the "Memoirs of Agrippina") were tainted. When Tacitus quotes from official records, Mr. Tarver urges, Tiberius always appears in an admirable light, and the dark accusations which lie upon him come from private memoirs and gossip. But no one would expect to find dark accusations in the official records, even if they were true, and high capacity in public life is not incompatible with low personal character, with cruelty and debauchery. Making all due allowances for personal spite, there is still something behind. Mr. Tarver is too high-handed in his mode of disposing of the hostile evidence. He dismisses the soldiers' nickname, "Biberius Caldius Mero," as valueless; whereas it is just the kind of name which would never have been thought of without reason, especially for a general who was always successful.

When Tiberius went to Rhodes, Mr. Tarver holds that he did not choose his retreat for its facilities for licence, but as a University town, where he could prosecute his favourite studies of astronomy and astrology. He would have been very unlikely to choose a public mart, one of the chief centres of commerce in antiquity, if he had meant to indulge his baser passions with freedom. It may well be that Tiberius did not want to be emperor, that he wished to retire from public life, that he wished to study; yet these things are not incompatible with the other aim. It is interesting to note that when Tiberius did choose a lonely island for his retreat, Mr. Tarver will not see any other design here either than study and peace. But let us grant Tiberius his passionate devotion to his first wife, whom he had to divorce for public reasons; let us grant him personal chastity in his youth and manhood and the innocence of his life at Rhodes—that, after all, does not touch the question of his later days. When he comes to the story of Sejanus, Mr. Tarver himself has to admit dissimulation (page 411), although he excuses it as necessary. He will not admit the debauchery, which he calls unexamined after such a record, except in a few rare cases of mental derangement. But this is just the point. It seems probable that Tiberius was mad in his later years, and that the madness developed all sorts of latent vices. At the same time it is probable enough that the vices have been exaggerated, and, if so, this will answer Mr. Tarver's contention that they would be physically impossible in an old man. At the same time we owe gratitude to Mr. Tarver for his defence, because it helps to redress the balance. Tiberius in Tacitus is a monster; in Mr. Tarver an archangel. The truth, doubtless, lies between the two.

Mr. Tarver's predilections bias all his interpretations of the phases of his hero's career; but his book ought to be studied as a commentary on Tacitus, whose infinitely ingenious insinuations Mr. Tarver exposes with great skill. His power of describing ancient life, and of analyzing social and political tendencies, is very great. Further, we should add that he has found a new and very probable explanation of the tortuous intrigues of the day in female intrigue. The women of the imperial families—Livia, Julia, Agrippina, Antonia—become real live figures in this book, and their actions are made intelligible as the outcome of the class spirit or a mother's ambition for her children. Mr. Tarver is very hard on the ladies: every crime and blunder is traced to them, including the death of Germanicus and the career of Sejanus. The beautiful Antonia seems to have won Mr. Tarver's heart; but he is never weary of attacking the others. Yet he is sympathetic with nearly all, even with Julia, regarding them with the whimsical indulgence of a humorist. Only the "tigress Fulvia" and Livia have no mercy shown them. Livia seems to be Mr. Tarver's pet horror. "We may surmise," he says, "that her virtues were of such an obvious type as to constitute a standing provocation to the wicked, and that she was one of those women who are more dangerous to sound morality than a bad example." Poor Livia!

Edward Bowen: a Memoir. By the Rev. the Hon. W. E.

BOWEN. (Price 12s. net. Longmans.)

At the time of Mr. Bowen's death his work and character were dealt with so fully in these pages by colleagues, pupils, and friends that we do not propose to treat at any length this new presentation. His nephew has brought together all the printed matter he could lay his hands on—college and University essays, the U.U. essays that originally appeared in this journal, the evidence given before the Bryce Commission, and, last and best of all, the "Songs and Verses" published in 1886, supplemented by a few *anecdota*, fly sheets, and *vers d'occasion*, which reveal more than anything else in the book Bowen's special vein of humour. Friends and admirers of Bowen, and they are many, will be grateful to him, but the general public might fairly have demanded more, and would have spared much. They would like, for instance, an explanation of those cryptic letters U.U., no less mysterious than the Harvard *φ.β.κ.*, and to have been told something of a society which Bowen helped to found some forty years ago, and which in its way has been no less famous than the "Apostles" of whom recent memoirs have told us so much. They would like to know who are the gods that attended the masters' meeting at Dr. Butler's, a satire that needs a key no less than the "Dunciad"; and without a scholiast the delightful bucolic dialogue on page 88 loses

half its points. Who, for instance, save old Harrovians, will appreciate :

Ecquis
Roundelum audit nisi vera et sana loquentem ?

On the other hand, they could well forego the *prolusiones*, remarkable as specimens of precocious ability, but otherwise of no permanent interest, and still more could they have dispensed with the biographer's comments on these *prolusiones*. "Character is defined by the author as a union of habits all good," so we read in the "Memoir," and the paradox strikes us as so outrageous even for a schoolboy essayist that we turn to the appendix for the original. There we find : "The best character is defined," &c., a platitude in place of a paradox. Lastly, the reader, if he knew, might complain that there are as many pearls in the unfathomed depths of Bowen as those brought to the surface. We recall snatches of paradox and *jeux d'esprit* of which we would fain have had the holographs :

But, if mistrust of *y* your spirits vex
Or total want of confidence in *x* ;
In China, where each word's a root,
And every root a word to boot,
And every Mandarin a brute ;

and a Pickwickian Ode,

There are met four thirsty souls,
There is also met a pewter.

These are mere *suspiria*, hints of the might-have-beens.

One episode in Edward Bowen's many-sided career may be here mentioned as throwing a strong side-light on the present educational Armageddon. Bowen was a member of the first Harrow School Board, and he forced on the appointment of a School Board by withholding, in concert with his friends, his subscription to the voluntary schools. His action is typical, and yet these subscriptions are now all ear-marked by the Government as forming part of the permanent endowment of Church of England schools.

To turn to uncontentious matter, the "School Songs" are the one lasting memorial of Edward Bowen. Here he struck a new and original vein, and, though they were inspired by the *genius loci*, they have, in spite of their local colouring, become national possessions. Bowen was the first to express in verse the normal healthy English public-school boy, one of Matthew Arnold's "young barbarians all at play," an athlete at bottom, but with sentiments and aspirations of which he was half ashamed and which he dared to reveal only under the mask of humour. Here again, the reader is likely to resent the interference of a showman, and to be repelled by superlaudation. To speak of "Forty years on" as a greater lyric than "Tears, idle tears," or "O lyric love!" is simply ridiculous. Even if we limit comparison to schoolmasters' poems in the serious vein, James Rhoades and Edward Young are Bowen's equals, and William Johnson, with his "O earlier shall the rose-buds blow!" and "They told me, Heraclitus," his superiors. Yet in the mixture of schoolboy humour and pathos, in the idealization of cricket and football, in the glorification of the common life, we may pronounce Bowen unique. In the matter of training, of registration, of professionalism, he was our "dearest foe"; yet we would inscribe on his tomb Macaulay's "Epitaph on a Jacobite."

The Poetry of Robert Browning. By STOPFORD A. BROOKE.
(Price 10s. 6d. Isbister.)

Mr. Brooke needs no introduction, still less an apology ; but we must own to an old-fashioned liking for a preface, if it be only the conventional how that the author makes to his readers, the briefest explanation of his appearance on the scene, his object and his method. In the present instance we fancy that the reader would approach the volume in a different temper had he been informed that it is virtually a reproduction of a course of lectures. He would be more inclined to condone what is its chief defect—the frequent repetitions and the rhetorical style, the cumulation of synonyms and the variations on a single phrase, which extend sometimes over half a page. Virtues in a preacher or lecturer become vices, or let us say foibles, when set down in cold print.

The author provokes a complaint ; but, having had our grumble, we hasten to add that what must have been delightful to hear as lectures is at the same time very good reading. Not only are the broad outlines of Browning's genius clearly and truly conceived, but the critic's generalizations are

constantly supported or illustrated by reference to the poems. On some of the longer and more difficult of them, "Sordello" and "Paracelsus" in particular, we have, in fact, a running commentary. To "Sordello" alone more than forty pages are allotted.

The first lecture, an elaborate parallel between Browning and Tennyson after the manner of Plutarch, is a fine prelude, though we must confess that the constant antithesis between the two poets wearies in the end ; and the analysis of Tennyson's dramas to prove that they are one and all undramatic is really an extravagant *excursus*. The two poets move in different planes and meet at too few points to be profitably compared. Tennyson has hit off in a sentence all that needs saying on this head : "A great thinker in verse ; he has plenty of music in him, but cannot beat it out ; he has intellect enough for a dozen of us, but he has not got the glory of words."

In this same first lecture there is an *obiter dictum* on which we would join issue, as, in our judgment, it infects and partly vitiates a great part of the author's criticisms : "He is a wit—with charity—not a humourist." And Mr. Brooke tells us what he means by "humour," the first characteristic of which is "gentle pathos," which is denied to Browning. What, no humour, no gentle pathos, in "Andrea del Sarto" and the cousin's whistle, in "And yet how it was sweet" of the "Confessions," in

I'll hold your hand as long as all may,
Or so very little longer,

in

borage the Aleppo sort
Aboundeth very nitrous : it is strange,

in "Fra Lippo Lippi," and the Prior's niece, in "The Bishop orders his Tomb," and a score of other poems that will occur to every lover of Browning ? Happily, Mr. Brooke is not consistent, and, though he shows small appreciation of humour, he is forced again and again to attribute to individual poems the quality that he denies to the poems as a whole.

There is another challenge we should like, if space permitted, to take up—that, with a few exceptions, there are in Browning no "passionate love-poems," Wordsworth being classed as one degree lower in the scale of passion. To us Browning appears as "passionate" a poet as Sappho or Burns. It is, too, a singular taste that puts Pompilia a little lower than Balaustion and gives to the Greek singing girl the palm and crown of womanhood among Browning's hundred women.

One parting complaint. The index is worthless, and cannot have been even read by the author. Witness "Ned Bralto" with a false reference.

Latin Elegiacs and Prosody Rhymes for Beginners. By C. H. ST. L. RUSSELL. (Price 1s. 6d. Macmillan.)

The book is composed on the sound principle of one thing at a time—in this case, scansion. We have the Latin for a hundred and twenty copies of elegiacs with an English version *en face* ; all the pupil has to do is to arrange the words as he would a Chinese puzzle ; but, to do this, he must know or find out the quantities. The rimes are somewhat enigmatical :—

"Diphthongs are long, but may elide, grow weak ;
They, and long vowels, stay long in words from Greek."

Matriculation English Course. By W. H. LOW and JOHN BRIGGS. (Price 3s. 6d. University Tutorial Press.)

Mr. Briggs has shown commendable promptitude in catering for the Matriculation candidate under the revised syllabus. He has wisely omitted "the salient facts of English history and general geography" ; but, with this exception, gives, as far as any manual can, all that is required of the student in English. The earlier part is founded on the popular manual of the late W. H. Low ; but the philological portion is condensed and curtailed. The new matter treats of composition, including paraphrasing and *præcis*. There are a number of skeleton essays which will prove very useful to the beginner, and examples of *præcis*, which loomed so large in the September papers. Only on one question then set the book affords no aid—the language of poetry ; but this is a wide field to cover, and is better reserved for a separate volume.

"The Unit Library" (Leicester Square) is a new venture intended to bring standard literature within the reach of the million. The unit is 25 pages for ½d. Add 1d. for paper binding, 5d. for cloth, and 1s. 2d. for leather. The format is convenient, roughly 4 ins. by 7 ins., the paper thin, but opaque, the type broad-faced, and the general appearance attractive. As a first instalment we have received *Browning's Poems*, in two vols., 24 and 26 units respectively ; *The Pilgrim's*

Progress, 14 units; and Delitzsch's *Jewish Artisan Life*, 4 units. Our readers can calculate for themselves the prices.

We have received from Messrs. Cassell a selection of *Letts's Diaries* for 1903. For general use we recommend either No. 3 (large post quarto, cloth, week in opening, price 6s.) or No. 11 (large post octavo, ditto, price 4s.).

CORRECTIONS.—The publishers of the "Life of Baroness von Marenholtz-Büllow," reviewed on page 763, are The American School and College Text-Book Agency, London. "Studies of the Gospels," by J. Armitage Robinson (Longmans), appeared, by an unfortunate accident, in the November number as "Studies of the Prophets," by T. Armitage Robinson."

CHRISTMAS BOOKS.

Britain at Work (price 12s., Cassell) is a handsome volume describing our chief national industries, from the building of a man-of-war to the making of a pin. Every page has one or more illustrations, mainly photographic process blocks. For the letterpress experts have been engaged for each section. Thus, H. W. Wilson contributes "The Building of a Battleship"; Mr. G. F. Miller, "Bee Farming"; and Mr. H. G. Archer, "Everyday Life in the Army and Navy." For a boy who is at the parting of the ways and doubting what profession to adopt there could not be a better Christmas present.

School of the Woods: Some Life Studies of Animal Instincts and Animal Training. By WILLIAM J. LONG. (Price 7s. 6d. Ginn.)—Mr. Long is too well known a naturalist to need commendation, and all we need say is that in his latest work he has surpassed himself. These life studies are redolent of the forest; they show not only the patient observation of a Gilbert White, but the passion for woodland ways of a Thoreau and a power of literary expression that reminds us of Jeffreys. Mr. Charles Copeland's illustrations match the text to a nicety, and the marginal black-and-white sketches form a running commentary.

Old St. Paul's. By CANON BENHAM. (Price 7s., net. Seeley.)—Messrs. Seeley are justly famous for the taste and finish of their artistic productions, and in "Old St. Paul's" they have surpassed themselves. Format, paper, print, and binding all harmonize, and we wonder how so beautiful a work of art can be offered at so low a price. The illustrations are mainly from Hollar's well known engravings; but there are likewise numerous reproductions in colours of illuminations from missals, Books of Hours, and other MSS. The frontispiece is a fancy drawing of Old St. Paul's from the riverside, by Walter L. Colls. It makes a striking picture; but the rise from the river seems to us exaggerated. Canon Benham retells a familiar tale with the easy grace of a scholar.

The Life of an Elephant. With sixteen Illustrations. New Edition. (Price 1s. 6d. Seeley.)—We welcome again this capital chapter in natural history, full of subjective touches which give life and pathos to the story.

Coming of the Golden Year: A Tale. By SELINA GAYE. Third Edition. (Price 5s. Seeley.)—We are glad to reperuse this pleasant medley of Swiss life of to-day and fairyland.

Our Village (price 2s. net, Macmillan) is illustrated by HUGH THOMSON—he never had an apter theme—and introduced by Mrs. RITCHIE, whose charming *naïveté* age cannot wither. She tells us of Miss Mitford's friends who were her friends, of the village as it now appears, and of the cottage itself; which now has a kitchen in place of an open range.

A Year with the Birds, by W. WARDE FOWLER (price 2s. 6d., Macmillan), is the third reprint of the third edition. In the fourth we hope he will alter Virgilius to Vergilius. We can find no other speck or flaw.

The Diamond Seekers. By ERNEST GLANVILLE. (Price 6s. Blackie.)—A tale of adventure with a hidden treasure to find is bound to be more or less improbable, and the proceedings of the hero while he is in England are rather provokingly unlikely; but when once he and the queer boy from the Cape get into South Africa, the story becomes much more exciting. The boys make friends for themselves, but enemies are on their track, and the advantage is first on one side and then on the other. The interest is well sustained, and boys will find this book well worth their reading. The author seems to know his ground well, and the manners and customs of wagon-drivers, Kafir boys, and Bushmen are graphically described. The illustrations are unequal, the later ones being the best.

Boys of our Empire. (Price 7s. 6d. Melrose.)—This is the second year of this magazine for boys, which seems to be run on the same lines as its numerous fellows. There are short stories and serials—two of these by well known authors, R. Leighton and Fred Wishaw—sports, competitions, puzzles—a little of everything, from the mildest joke to book-keeping by double entry. "Champions of the Week" head each number—they come from all sorts and conditions of men, and include a favourite writer for boys, Mr. G. A. Henty, whose recent death will cause a great gap in their literature. Judging by the League Club

notes, the B.E.L. is forming branches in all directions. There are a large number of illustrations, many of them not up to a very high level. There is, however, a highly effective frontispiece in colours, and here and there are some old friends in the shape of reproductions of some of Leech's contributions to *Punch*.

Grit will Tell. By R. STEAD. (Price 2s. 6d. Blackie.)—The fortunes of a little waif whom nobody wants in his earlier years, and who has a bad time of it in consequence. The boy is certainly possessed of plenty of pluck, and has brains and perseverance besides; but, his first troubles once over, he is extraordinarily fortunate, and has chances enough given him to set up several boys in life. We do not think the ordinary farmer would be meited to tears by the fact that a little vagrant found sleeping in his haystack had had nothing to eat since the previous day.

For the Red Rose. By ELIZA F. POLLARD. (Price 2s. 6d. Blackie.)—The heroine is the daughter of a Lancastrian noble, who, when her father's castle is destroyed, falls into the hands of the gypsies, who infuse a little of their blood into her veins, and bring her up as one of themselves. Later on, a chance of those stormy times throws her into the company of Margaret of Anjou, who is in hiding while some of her faithful nobles are trying to collect her scattered forces. The girl becomes absolutely devoted to the Queen, from whom she is parted only by Margaret's death, many years later, after which her real parentage is discovered. The story is nicely written, and gives a good idea of the distracted state of England in those days.

Worth While. By ANNETTE LYSTER. (S.P.C.K.)—An orphan boy and girl of the farmer class set to work to earn their own living, he as an ironmonger's clerk, and she as a milliner's assistant. They get on in a quite surprising manner; but, while success makes Will more conscientious and anxious to lead a good life, Lucy lets her religion slip from her, and gives herself up to plans for making her fortune. After much sad experience, she comes to a better mind. We are rather sorry for Matt Ford—it is not much consolation that your sister should be bridesmaid to the girl you wanted to marry.

Torn from its Foundations. (By DAVID KER. Price 3s. 6d. A. Melrose.)—The difficulty of selecting the best of the very numerous boys' story books which appear nowadays must necessarily lead to the rejection of some books which would formerly have passed muster; and, though David Ker has done some good work, the present novel must be pronounced a failure. A mass of incident (however true in detail) is crowded into a few months, with no real connecting link, and conveys no impressions but those of unreality and over-excitement. The book lacks a moral, and is salt which has lost its savour.

My Adventures during the late War, 1804-1814. By DONAT O'BRIEN. (Price 7s. 6d. Ed. Arnold.)—Fact generally outdoes fiction, and O'Brien's autobiography is no exception to this truth. It deals in a simple and unaffected manner with the author's untiring efforts to escape from French prisons and again take part in active service for his country. No hero of fiction ever displayed more ready wit, pluck, and physical endurance. Twice recaptured when on the verge of success, once at Etaples and once by the Lake of Constance, he was brought back to Bitche, the strongest of the French fortresses. But his third attempt was successful, and he passed through wonderful adventures before he and two friends succeeded in covering the whole distance from Bitche to Salzburg. Prof. Oman has added greatly to the interest of the reading by his preface and careful editing, by which he has preserved O'Brien's quaint reflections on men and things, while eliminating all tedious and unnecessary detail.

In the hands of the Cave Dwellers. By G. A. HENTY. (Price 1s. 6d. Blackie.)—This is one of Henty's shorter tales of pure adventure, and, contrary to his usual style, is unhistorical. It describes the adventures of a young American in Mexico, who at the outset rescues a Mexican, Don Juan, with whom he forms a firm friendship, and later the rescue of this same Don Juan's sister, who has been seized by the strange and now extinct race of Indians who dwell in caves and kept aloof from all other races. The friendship is formed with preternatural celerity, and when in the Indian raid Juan's mother is massacred the event is treated by the family as inevitable and with stoical calmness; but the story has both excitement and interest.

(1) *The King's Story Book*; (2) *The Queen's Story Book*; (3) *The Prince's Story Book*; (4) *The Princess's Story Book.* Edited by G. L. GOMME, and illustrated by HARRISON MILLER, W. H. ROBINSON, H. S. BANKS, and HELEN STRATTON. (Price 3s. 6d. each. Constable.)—The sub-title runs: "Historical Stories collected out of English Romantic Literature in illustration of the Reigns of English Monarchs from the Conquest to William IV." Miss Yonge in many volumes gave us cameos of English history, and since her day we have had several attempts to make young students acquainted with the original documents; but, as far as we know, Mr. Gomme's is the first essay towards giving us cameos of English historical fiction. The materials for this, thanks to Mr. H. C. Bowen, and his successor, whom we reviewed last month, are ready to hand. The only difficulty was to pick and choose. Mr. Gomme has performed his work of editor with taste and judgment. In the first volume he has drawn mainly on Walter Scott, and after him on Shakespeare, Lord Lytton, John Galt, Thackeray, and Dickens. Our only criticism is that arrangement of

the volumes between kings and princes, males and females, is artificial, and that a chronological classification would have been better. Among serious books the series ranks high.

Two Little Travellers. By RAY CUNNINGHAM. (Price 2s. 6d. Nelson.)—This is a pleasantly told story of two small children, Darby and Joan. The most attractive figure is perhaps the kind-hearted and honest dwarf Bambo, without whom the tale might have ended sadly.

The Fairclough Family. By Mrs. HENRY CLARKE. Illustrated by G. DEMAIN HAMMOND. (Price 3s. 6d. Blackie.)—The heroine of this story, Kate Fairclough, is a very bright, natural, and loveable girl, and we are glad to find her unselfishness rewarded in the end. The other characters, too, are well drawn, the sentimental school-girl who is ashamed of her father's shop, for instance. Altogether, we can heartily recommend the book.

A Girl's Loyalty.—By FRANCES ARMSTRONG. (Price 3s. 6d. Blackie.)—Helen Grant, though unkindly treated as a child, finds friends soon enough to prevent her becoming embittered; in fact, she proves a good angel to more than one person. Her aunt Isabella is perhaps rather unnaturally disagreeable, but her ill-natured efforts are frustrated in the end; so we can forgive the exaggeration for the sake of the moral. The story is full of incident and interest.

Cassell's Magazine. (Price 8s. Cassell.)—This year's volume should hold its own among similar magazines. The names of such contributors as Crockett, Bret Harte, Max Pemberton, and Levett-Yeats naturally raise the hopes of the reader, nor will he be disappointed. Adventures, serious and comical, are for the most part the order of the day—a tale of the Camorristi, of Cromwell, an absurd adventure in Spain, and so on. Many of the stories are excellently illustrated by Gordon Browne, H. M. Brock, Fred Pegram, and other well known artists. We find articles on sports, modern inventions, famous studios, present-day celebrities; indeed, the subjects are so varied we feel inclined to ask, "What can there be left for next year's volume?"

The Secret of the Everglades. By BESSIE MARCHANT. (Price 2s. 6d. Blackie.)—Somewhat melodramatic and improbable, but to many readers this is no demerit, and the tale is full of excitement and adventure.

In the Day of His Power. By FLORENCE WITTS. (Price 1s. Sunday School Union.)—A suitable little book for a Sunday-school prize.

A Child at the Helm. By WINIFRED GRAHAM. Illustrated by H. M. BROCK. (George Newnes.)—In many ways an attractive book, prettily got up, and charmingly illustrated, but we leave it not altogether satisfied. The study of the child, to our mind, just fails to be convincing, but we cannot all have the pen of a Mrs. Ewing, and the book is pleasant reading, if not quite a mirror of child life.

Robinetta; or, The Light of His Eyes. By L. E. TIDDEMAN. (Price 2s. 6d. Nelson.)—Robinetta cannot fail to attract those who read her history. She has the charm of freshness and simplicity, and the story of her loving care of her blind friend Mr. Hartley makes us readily accept the fact that she was indeed the light of his eyes.

The Ten Travellers, and other Tales in Prose and Verse. By S. H. HAMER. Illustrated by HARRY B. NEILSON. (Price 1s. 6d. Cassell.)—A bright little book full of Mr. Neilson's very humorous pictures.

Games and Gambols. Illustrated by HARRY B. NEILSON. With Verses by JOHN BRYMER. (Price 2s. 6d. Blackie.)—A book that is sure to delight small children. Mr. Neilson has a wonderful faculty for drawing animals with every variety of expression.

Six and Twenty Boys and Girls. Pictured by JOHN HASSELL. With Verses by CLIFTON BINGHAM. (Price 3s. 6d. Blackie.)—The full-page coloured illustrations in this children's book are very successful, bold in outline, pretty, and humorous; each page has simple little verses; and the whole forms a delightful work.

Kids of Many Colours. By GRACE DUFFIE BOYLAN and IKE MORGAN. (Price 6s. C. Arthur Pearson.)—A book full of brightly coloured and well drawn illustrations, with pretty verses about folks of many lands. We think the verses on Kruger might with advantage have been omitted; else we have nothing but praise for the book.

The Captain: a Magazine for Boys and Old Boys, Vol. VII., April to September, 1902 (George Newnes), well sustains its reputation. "Tales of Eliza's," by Fred. Swainson, is a capital school story still running, and the athlete, the cyclist, the stamp-collector, are all well provided with their special diets.

(1) *Milton's Poems*; (2) *Herrick's Hesperides and Noble Numbers*. (Price 3s. net per volume. George Newnes.)—Both reprints are well got up and very prettily bound in limp leather. More especially we commend the Milton, printed on thin paper, the type clear enough to suit old eyes, and yet as portable as a cigar-case.

The Peels at the Capital. (Methuen. Price 2s. 6d.)—This little book is brightly enough written, but we dislike a story for children turning upon the supposed theft of a diamond brooch, worn in the hair of an over-dressed, though good-natured, lady in an hotel. It is quite natural that the two young schoolboy Peels should take a keen pleasure on all occasions in the hotel bill of fare, but the subject is dwelt on at a greater length than is justified by its general interest. The book is prettily got up, but it is a pity that the colouring of the edges of the leaves sometimes goes over into the pages.

The Visit to London. Pictures by FRANCIS BEDFORD; Verses by

EDWARD VERRALL LUCAS. (Price 6s. Methuen.)—This is the story of the visit of two country cousins told in simple verses, which are very pleasant reading, and in pictures, some of which are excellent. By the end of the book we have quite an affectionate feeling for Winifred, her little girl cousin, and Theodore Theophilus, *alias* T. The two pictures of the Hippodrome and the pantomime are rather an ugly blot amongst the others, but the little figure of Winifred before the Caldecott memorial, the picture of Theodore looking out of the train, and many besides these, are quite charming.

(1) *With the British Legion* (price 6s.); (2) *With Kitchener in the Soudan* (price 6s.); (3) *The Treasure of the Incas* (price 5s.). By G. A. HENTY. (Blackie.)—There are few dramatic and picturesque periods of history which have not served as a foundation for one of Mr. Henty's tales, and many must be the boys who have gained knowledge easily by means of his stories. In his earlier works the facts and fiction were perhaps more dexterously interwoven, but he has remained deservedly popular, and his loss will be felt by a very wide circle of readers. "With the British Legion" is a tale of the Carlist War, in which an English boy who has tired out the patience of his guardian, and the various schoolmasters who have tried their hands on him, finds a vocation that suits him well. He soon rises from the ranks of the British Legion under Sir de Lacy Evans, and his wonderful adventures and exploits are most exciting. He succeeds in delivering the Queen Regent and the little Queen Isabella from a most unpleasant position, and riches and honours are showered on him. The book is very well illustrated by Wal. Paget. In "With Kitchener in the Soudan" the hero is the son of a man who joined General Hicks's ill-fated force, and was supposed to have perished with it. A desire to find traces of his father is one of the chief motives which lead him to accept an appointment in the Egyptian army which gives him freedom of movement. He makes himself of great use, and, being able to speak the tongues, ventures into the enemy's camp and overhears their plans. He has his share of failure and is taken prisoner, but escapes by the aid of his native servant. He has an adventurous spirit, and Mr. Henty turns this to the best advantage in the making of a good story. "The Treasure of the Incas" will be quite as welcome as a more strictly historical tale. There is always something fascinating in the idea of hidden treasure, and Peru makes an excellent hunting ground. There are many thrilling scenes—fights with desperadoes, attacks by the Indians, alternate hope and despair of success in their quest—but eventually the brothers who are the treasure seekers meet with the reward of their pluck and hard work, and the account of how they fared is most interesting and attractive. To this book also there are good illustrations by Wal. Paget.

One of the Fighting Scouts. By Captain F. S. BRERETON. (5s. Blackie.)—A spirited story of the South African War. The hero is the son of an English colonist. He wishes to remain neutral, but is forced into action by the treachery and spite of some neighbours. He overhears a plot to blow up the railway line, and collects some men from the nearest blockhouses to drive off the Boers. After this the men are formed into "The Fighting Scouts," and, both with his men and on solitary expeditions, their young leader passes through dangers and difficulties enough to satisfy any one.

The Star-spangled Banner. By Captain F. S. BRERETON. (Price 5s. Blackie.)—A story with plenty of life and movement. The hero, Hal Marchant, whose father dies suddenly, leaving him penniless, decides to go out to America. He has worked in his father's iron foundry, and engages himself as "greaser" on the "Mohican" to earn his passage out. In the disasters which befall the vessel he distinguishes himself greatly, takes the fancy of a wealthy passenger, and gets a post as overseer in Cuba; but it is evident from the beginning that his life is to be a stormy one, and perilous adventures of varied kinds are never lacking. He is at Cuba just before the destruction of the "Maine," and helps to rescue a few of the survivors. Later on, in escaping from some Spanish soldiers, he gets taken on board one of the ships of the American fleet and starts a fresh series of startling experiences. There are illustrations by Paul Hardy.

UNIVERSITIES AND SCHOOLS.

LONDON.

Although the regulations for the new Matriculation in September had been issued only a short time, a very fair number—some 640—came up to make proof of the new syllabus. Of these, 348 were successful, 231 in the First and 117 in the Second Division, the Honours Division being abolished. The general opinion appears to be that on the whole the papers were well set, with a strong leaning, in many instances, to err on the side of mercy, and that the examination is certainly easier as a whole than before, or perhaps we should say "more accessible." A few noteworthy points: Some indignation was felt at history and geography being practically omitted from the English paper; the mathematics papers were simple, practical, and modern in character; the French grammar, specially the syntax, was absurdly easy. The new parts of the syllabus in chemistry were hardly represented, and the

mechanics was very easy. It has been proved that a young man of average ability, who may have forgotten much of his school work, and desires to enter one of the constituent colleges or hospitals, can, with a couple of months' good private tuition, pass the six papers now prescribed for Matriculation. We may reasonably complain of a larger crop than usual of misprints.

The Calendar is now issued on October 1, instead of in the spring, the examination papers thus being for the most part more belated than ever. They are to be found in Part III.—price 5s.

His Majesty the King has granted permission to the Senate to style the Chair of Music recently founded by Trinity College, London, "The King Edward Professorship of Music."

Recent appointments on the University staff are those of Mr. Arthur Watson, B.A., and Mr. Horace Mann, B.A., as Secretaries to the Academic Registrar, and of Mr. C. F. Trenerry, B.A., as Clerk of Committees.

Lord Rosebery, as Chancellor, paid a visit to the Physiological Laboratory, recently equipped by Mr. W. Palmer, M.P., and made a witty and interesting speech in praise of the spirit of research now seen, of the munificent founder, and the signs that the wealthy were inclined to give of their surplus toward such endowments.

Latin addresses have been sent to two Universities: the first to the University of Christiania on the Abel Centenary, and the second to the University of Oxford on the Bodleian Tercentenary. They are quaintly signed: "Archibaldus, Comes de Rosebery, Cancellarius; Archibaldus Robertson, Pro-Cancellarius; Eduardus Henricus Busk, Præses Graduatorum Convocatorium; Arturius Gulielmus Rücker, Præfectus." The first address contains the phrase, "Ex aquilone aurum," inquit propheta"; the second, "qui . . . hanc ædem Musis et Minervæ instauravit." We are not told who writes these specimens of Latinity.

Sir Owen Roberts has been elected by the City and Guilds Institute to the Senate in place of the late Sir Frederick Abel. The Vice-Principal, attended by Mace-bearer, the Chairman of Convocation, the Principal, and two members of the Senate, attended the Thanksgiving service at St. Paul's for the King's recovery on October 26.

Some interesting lectures are being held at King's College on Saturday mornings which are free to *bona-fide* teachers. A course on "The Psychology of Illustration," by Prof. John Adams, begins January 24, 1903. The subject will be so treated as to apply to the work of all classes of teachers. Very interesting courses of lectures are also being given at University College, Psychology, Greek Art, Greek Sculpture, Archaeology for the M.A., International Law, and Electro-chemistry being among the subjects.

The Standing Committee of Convocation is giving attention to the condition of the Library and will probably submit a short report and some resolutions on the subject to the meeting of Convocation in January.

In January last Convocation passed a resolution in favour of making the metric system of weights and measures compulsory in this kingdom for all purposes. It is gratifying to find that the lead thus given by our University has been followed by a great awakening throughout the country on this question, and has been endorsed by the Colonial Premiers, who, at the recent Conference, unanimously passed a resolution in favour of the adoption of the metric system throughout the Empire. Mr. Pringle, the mover of the resolution in Convocation, has recently received a letter from Downing Street informing him that "Mr. Chamberlain fully recognizes the importance of this matter, and is in correspondence with the Colonial Governments and the Board of Trade on the subject." The letter is published by permission.

OXFORD.

The chief incident of the month has been the Greek controversy, the debate, and the vote. The matter has been much discussed in the newspapers, but it is not superfluous to add a word, as some points in the contest present themselves at rather different angles to the residents, and to our instructors in the Press. The vote was an unusually heavy one—besides several known (and several more unknown) pairs, no less than 355 Masters of Arts actually voted, out of a possible total of 500. This is the largest vote of recent years, with (we believe) the single exception of the poll on the women's degree question, in 1896, when the numbers voting were exactly the same. But, whereas on the women's degree the adverse majority was 75, on the Greek vote it was only 23. The narrowness of the majority was a considerable surprise, certainly to the supporters of the change, and probably, judging from the expectations expressed in private, also to the opponents. As to the discussion of the issues, one point was most remarkable. The opponents of the change neither wrote any letters to the papers, nor did they put forward any statement of their reasons, except indeed a postcard, sent on the last day to every member of Congregation, quoting Lord Kelvin's opinion in favour of the maintenance of the universal requirement of Greek. Lord Kelvin is, of course, an exceedingly eminent mathematician and physicist; but what knowledge he has of the value of the Greek in Oxford Responsions, or of the position of the study of Greek in the English secondary schools, the postcard entirely omitted to explain.

In the correspondence published in the *Times* the balance both of

argument and of opinion was decidedly in favour of reform; and two leading articles in that journal—which certainly cannot be charged with being rashly progressive or educationally *doctrinaire*—advocated the proposed change, after a carefully balanced review of the arguments, in moderate and reasonable terms. And, lastly, what of the debate? The marked feature of the debate, apart from the ability and weight of Mr. Matheson's plea for reform, was that the central mass of the opponents was not represented at all. Mr. Phelps, to whom the leading part was entrusted, is usually an advocate of reasonable reform. The Warden of Keble is not a party man. As in the agitation, so in the debate, from the real opponents not a sound was heard. Votes, not speeches, were sought for; the least said was the soonest mended. Under these circumstances, the division, though formally settling the question for the moment, is not and cannot be regarded as decisive. It is the beginning and not the end of the discussion. What the next step will be it is too soon to forecast; but that some step will be taken is clear. It is hardly too much to say that the great majority of those who trooped down on November 11 "to defend Greek" neither believe the present Responsions can remain unreformed nor expect that Greek will long be retained as a universal requirement.

The elections to Council resulted pretty much as was anticipated in my letter last month. The Principal of Brasenose, who retired, was replaced by the Dean of Christ Church. The six Professors remain the same. Among the Masters of Arts, Mr. E. M. Walker has taken the place of Mr. Sidgwick. There is no doubt that the Principal of Brasenose will be a real loss to the Council, especially as his successor, though high anticipations are entertained of his usefulness, is at present, as far as University business goes, an untried man. By an arrangement which is highly convenient, though it has not in this case given entire satisfaction, the nominations were not in excess of the vacancies, and accordingly there was no contest.

The question of the Rhodes Scholars has passed out of its first stage, in which newspapers and undergraduates made premature and conjectural criticisms on the proposals, to the second stage, when the practical preliminaries are begun. The Secretary to the Rhodes Trustees, Mr. G. R. Parkin, LL.D., who is the Principal of Upper Canada College, Toronto, and a Canadian by birth, and also studied for some years in Oxford as a non-collegiate student and was a distinguished member of the Union in the palmy days of H. H. Asquith and Alfred Milner, was one of the guests at the recent Bodleian Tercentenary, and has recently been in communication with the various colleges on the subject of the number of the new scholars which they would be disposed to receive. There has been no official or authentic information as to the replies which the colleges have given; but it is understood that the general tenour of the replies so far received has been encouraging. The experiment of endowments for foreigners at Oxford is an exceedingly interesting one, and may have more important consequences than was at first anticipated. It is believed that there has so far been a general desire on the part of the colleges to view the scheme favourably, and to reserve places for the new scholars, varying, of course, in number, according to the size and resources of such foundation. It is pretty clear that the action of the colleges, if it proves to be generally decided in this spirit, may result further in a revision of the University arrangements in certain respects, which may lead to greater elasticity, and so assist reforms which are already, on other grounds, desirable.

The report of the Association for the Education of Women has just been issued, and it shows, for the first time for many years, a slight decrease in the number of students. The decrease is so small ('042) as to be insignificant, except in so far as it indicates a temporary *stationariness* in the development of the work. On the other hand, the more important test of the Class Lists, so far from any decrease of success, shows the highest point hitherto reached. Taking the First and Second Class Honours obtained, which (as the report says) is perhaps the best test of the efficiency of the work, the total amounts to 44 Honours among 243 students.

Of the Cambridge Conference on Secondary Training it is hardly necessary to speak, as the journal in which this letter appears will have a full report and discussion. To the Oxford representatives it seemed an interesting and profitable meeting, bringing out the really important points in a practical way. The general sense of the meeting was in favour of so arranging the schemes of training that they should be really thorough, and that a high standard should be maintained. The Conference was clearly indisposed to view with favour any plan which should make either the theoretic and historical study perfunctory, or should dissociate that study from genuine and adequate practical experience.

The following elections and appointments have been announced:—

To the City Council: W. B. Gamlen, M.A. (Exeter), A. J. Butler, D.Litt. (Brasenose), H. L. Thompson (Christ Church). To be Delegates (1) of Local Examinations: D. H. Nagel (Trinity), J. Wells (Wadham), A. A. David (Queen's), T. H. Warren (Magdalen), A. Hassall (Christ Church), W. Esson (New College), C. H. Sampson (Brasenose), A. Sidgwick (Corpus Christi); (2) for the Training of Secondary Teachers: W. W. Jackson (Exeter), H. B. George (New College), A. A. David (Queen's), R. H. Ferard (Keble); (3) of Lodg-

ing Houses: H. L. Thompson (Christ Church); (4) of the Museum: J. R. Magrath (Queen's); (5) for Inspection and Examination of Schools: T. H. Warren (Magdalen), J. Wells (Wadham), C. B. Heberden (Brasenose), J. R. King (Oriol), W. Esson (New College), A. Sidgwick (Corpus Christi). To be Curators (1) of the University Chest: J. R. Magrath (Queen's), C. L. Shadwell (Oriol), H. le B. Lightfoot (Corpus Christi); (2) of the Indian Institute: W. H. Hutton (St. John's), G. C. Brodrick (Merton); (3) of the Museum: T. H. Warren (Magdalen). To be Auditors: W. W. Merry (Lincoln), H. E. D. Blakiston (Trinity). To be Referees in matters of Audit: Sir W. Anson, M.P. (All Souls), J. C. Wilson (Exeter). To be Governors of Schools: L. R. Phelps (Oriol), Jones' Grammar School, Monmouth; F. S. Stevenson, M.P., Ipswich School; J. H. Maude (Hertford), Uppingham.

To Scholarships, &c.—Derby Scholar, R. Asquith (All Souls and Balliol); Burdett-Coutts Scholar, W. K. Spencer (Magdalen); Kennicott (Hebrew) Scholar, G. G. V. J. H. T. Stonehouse (Exeter); Pacey and Ellerton (Hebrew) Scholar, D. C. Simpson (Wadham); Taylorian (French) Scholar, S. E. Beaupré (Pembroke); Craven Fellow, M. N. Tod (St. John's). By the Common University Fund: R. L. Poole (Magdalen) to be Lecturer in Diplomatic; G. H. Grosvenor (New College) to be Biological Scholar at Naples.

Degrees.—B. Litt.: J. Garstang, B.A. (Jesus), for exploration at El Arabah and a work embodying the results thereof.

Special Lectures delivered or announced.—Taylorian, on "Lope de Vega and the Spanish Drama," by J. F. Kelly; on "Hegel's Theory of Tragedy," by the Professor of Poetry (A. C. Bradley); on "Types of Style," by the Professor of Music (Sir C. Hubert H. Parry); on "Knossos" (further results of explorations) by A. J. Evans (three lectures for University members only, the same repeated for the general public).

CAMBRIDGE.

Mr. John Morley's gift of the Acton Library has been gratefully accepted by the University, and handsomely acknowledged in an "Orator's letter" under the University Seal. "Velut alter Plinius, 'privatis utilitatibus publicas, mortalibus æternas anteferre' voluisti," is Dr. Sandys' classical compliment. Room for the collection has been found within the University Library buildings, in the apartments hitherto occupied by the Council and the Financial Board. These bodies will for the present find accommodation in Pembroke Lodge, which is not occupied by the present Master, Sir George Stokes.

An Allen Studentship of £250, for research in divinity, law, classics, Oriental studies, mediæval and modern languages, or history and archaeology, will be awarded next term. Candidates must be graduates of the University not over twenty-eight years of age.

Trinity College proposes to make a new statute by which the period of service required for the attainment of a life Fellowship will be extended from fifteen to twenty-five years. As the change will affect Professorial Fellows, and in particular the Regius Professor of Greek, who is entitled *ex officio* to a Fellowship at Trinity, the consent of the University is required by the Oxford and Cambridge Act, 1877.

The Syndicate appointed to consider whether candidates for the ordinary degree might be allowed to substitute two "Special" examinations for the "General" examination, which all have now to pass, have reported against making any change. The proposal will, therefore, probably be dropped.

The Library has received a further benefaction in the form of a large collection of Turkish and other Oriental books and pamphlets, made by the late Mr. E. J. W. Gibb, author of "A History of Ottoman Poetry," and generously presented by his widow. The books will be kept together as a separate collection, and will be accessible to all students of Oriental languages, whether members of the University or not.

In the recent open competition for the Indian and Home Civil Service, twenty-one Cambridge men were successful. Mr. Wakely, St. John's, heads the list in chemistry, in botany, in zoology, and in English law; Mr. Hopkins, Emmanuel, is first in classics; Mr. Porter, Caius, is first in mathematics, in physics, and in geology. Mr. Rose (St. John's), Mr. Darling (King's), and Mr. Patterson (Christ's) are second in the lists for mathematics, French, and German respectively. Thus, though the number who have gained places is somewhat smaller than last year, the standard of attainment is appreciably higher.

A portrait of Prof. P. G. Tait, painted by Sir George Reid, has been presented to his old College of Peterhouse. Lord Kelvin, his colleague in the authorship of "Thomson and Tait," and Senior Fellow of the College, made the presentation; and Sir George Stokes, Master of Pembroke, spoke of the genial versatility of the famous physicist. It is noteworthy that while Kelvin and Tait were professors at Glasgow and Edinburgh respectively the Mathematical Chairs at these Universities were (and are still) held by Peterhouse men, Prof. Jack and Prof. Chrystal.

On the much-debated question, whether dinners should be provided at the Union Society on Sundays, a poll was taken on November 5. The motion in favour of the proposal was carried by 203 votes to 160. Dinner in Hall on Sundays, never a very popular institution, will have a fresh rival.

Trinity College has added to the distinguished roll of its Honorary Fellows the names of Mr. A. J. Balfour, Dr. Francis Galton, Sir William V. Harcourt, Lord Macnaghten, and Prof. F. W. Maitland. Perhaps Mr. Balfour may thus be stimulated to end our long suspense regarding the successor to Lord Acton in the Regius Professorship of Modern History. Dr. Galton has received the first Darwin Medal of the Royal Society. Prof. J. J. Thomson also is the first recipient of the Hughes Medal, and Mr. C. A. Parsons, Honorary Fellow of St. John's, receives the Rumford Medal of the Society.

The following elections and appointments are announced:—Dr. Rogers and Mr. F. C. Kempson, Caius, to be Demonstrators of Anatomy; Mr. J. S. Gardiner, Caius, to be Demonstrator of Animal Morphology; Mr. S. W. Cole, Trinity, to be Gedge Prizeman for Physiological Research; Mr. I. G. Lloyd, Caius, to be Bhowanagar Medallist (Indian Civil Service); Mr. J. M. Dodds, Peterhouse, to be a University Member of the Borough Council; Mr. H. Owen Jones to be a Fellow of Caius College; Mr. J. H. A. Hart and Dr. W. H. R. Rivers to be Fellows of St. John's College; Mr. A. F. Stabb, Downing, to be University Lecturer in Midwifery; Mr. J. Holland Rose, Christ's, and Mr. E. S. Shuckburgh, Emmanuel, to be Doctors of Letters; Mr. Beck, Master of Trinity Hall, Prof. Sir R. S. Ball, Mr. Durnford, King's, and Mr. J. H. Gray, Queens', to be members of the Council of the Senate; Prof. Ridgeway to be a member of the Managing Committee of the British School at Athens; Mr. R. McG. Dawkins to a research studentship of £100 a year at Emmanuel College; Mr. H. S. Carslaw, Emmanuel, to be Professor of Mathematics in the University of Sydney; Mr. F. Deighton, Peterhouse, to be an authorized Teacher of Vaccination; Mr. S. M. Leathes, Trinity, to be an Elector to the Chair of Ancient History; Dr. Butler, Dr. James, and Mr. Burkitt, Trinity, to be managers of the Hort Memorial Fund; Mr. S. C. Carpenter, Caius, and Mr. G. B. Ekanayake, Selwyn, to be Carus (Greek Testament) Prizemen.

WALES.

A successful meeting has been held of the Court of Governors of Aberystwyth College, when it was reported that the Agricultural Department had given the greatest satisfaction to the Council of the College.

On this occasion the portrait of the late Mr. T. E. Ellis, M.P., was presented to the College by Mr. Edgar Jones, President of the Old Students' Association, and unveiled by Mr. Humphreys Owen, the Chairman of the Central Welsh Board.

A conference on agricultural co-operation has been arranged by the Agricultural Committee and the (Students') Agricultural Society of the University College, Aberystwyth, for Monday, December 1. The conference will be presided over by Mr. Vaughan Davies, M.P., and addresses will be delivered by the Right Hon. R. W. Hanbury, President of the Board of Agriculture; Mr. R. A. Yerburch, M.P., President of the (English) Agricultural Organization Society; Mr. P. J. Hannon, of the Irish Agricultural Organization Society; and others. It is intended not only to discuss the questions, but also to take practical steps to give an impetus to the movement in Wales.

On the following day (December 2) the English Agricultural Organization Society and the Irish Agricultural Organization Society will meet at Aberystwyth to consider a proposal to establish a joint wholesale farmers' supply society on co-operative lines.

The authorities of the University College, Bangor, have appointed an organizing secretary for the purpose of collecting moneys towards their building fund. He has been appointed definitely for five years.

The University College at Cardiff is engaged at present in discussing the question of whether the students should wear academical costume. The students appear to be divided in their opinions on the subject, and one of them has written to one of the local newspapers expressing a hope that the Governors will deal with the proposition "like the sailors of old dealt with Jonah." The leader writer of the *Western Mail* urges that "by not enforcing its use, the authorities at Cardiff deviate from a time-honoured custom observed the world over, except at certain Dissenting colleges, where caps and gowns probably were looked upon many years ago as relics of Popish times." On the other hand, the editor of the *South Wales Echo* asks: "Why in the name of common sense is it seriously proposed to burden the students of a democratic University with the cost of useless garments which should have been thrown aside as lumber or objects of curiosity with the rush-lights and the torch-extinguishers?"

Is the college lecture doomed? Principal Lloyd Morgan, of Bristol, one of the most eminent of living biologists, in the course of an address before the Cardiff Educational Society, referred to "the academic lecture" as a relic of the middle ages, and he was supported in his view by Prof. Mackenzie, who stated that the late Principal Viriamu Jones's views on the lecture system coincided with Principal Morgan's. Prof. Mackenzie stated that the only difficulty which he had experienced in carrying out that method was when dealing with junior classes.

In a speech at the Carnarvon County School, Principal Griffiths, of Cardiff, turned his attention chiefly to the need of more and better science teaching in the intermediate schools of Wales. He stated that the teachers' fault mostly was that they were bound by the traditions

regarding the pre-eminence of a classical education, a tradition from three to four hundred years ago, when education meant Latin and Greek. By degrees, mathematics came in, and was grudgingly allowed a place under the head of Arts. The claims of science as an educator were not fully admitted as yet. He contended that scientific instruction was one of the finest of all possible educations. He believed that the time was coming when it would be a national disaster if the compulsory study of classics was to continue to be the *sine qua non* of a liberal education. These remarks have given rise to considerable controversy, and Principal Griffiths has written to point out that he thinks compulsory subjects of any kind are a mistake, with the exception of the three R's and what we may regard as the tools of education. "I should much regret to see natural science made a compulsory subject. We want as little compulsion and as much freedom as possible in education. I do not in any way wish to make our education technical, but I do hope that we may make all technical subjects educational."

The annual collegiate meeting of the Court of the University of Wales was held at Bangor, Sir Isambard Owen, Senior Deputy-Chancellor, presiding. A letter from the Welsh County Schools Association was submitted on the question of the admission of primary teachers to Column B of the Teachers' Register referred to the association by the University of Wales. The association, whilst thinking it desirable that no artificial barrier should be set up against primary teachers desirous of being admitted to Column B of the Register, were of opinion that there was an essential difference between primary and secondary education, and that for the sake of the efficiency of the latter a course of training for secondary education and probation in a recognized secondary school should in any case be insisted upon. The questions relating to the registration of teachers were referred to a committee for report at the May meeting. The University fellowship was granted to Mr. Lewis, a young graduate from the University College of Wales, Aberystwyth, and, funds permitting, a special fellowship was awarded to Miss Bodkin. In the afternoon, a Congregation for the admission to degrees of a large number of candidates was held, and was a brilliant function, the candidates being received by Sir Isambard Owen and Principal Roberts, the Vice-Chancellor.

Carmarthen County Council has decided to present a petition to the Government praying that a Department of Agriculture and Technical Instruction, similar to that instituted in Ireland, be established in Wales, and that all Welsh County and County Borough Councils and all the M.P.'s for Wales and Monmouthshire be asked to co-operate in the movement.

The amendment to the Education Bill, proposed by Sir Alfred Thomas and accepted by the Government, according to which Wales will be dealt with as if it were a part of England, and the County Governing Bodies hitherto responsible for intermediate education in the several counties are abolished, has given rise to a great deal of discussion in Welsh educational circles. At the half-yearly meeting of the Central Welsh Board the standing orders were suspended in order that the whole question might be discussed, and the action of the Welsh members was condemned. Mr. Mansel Franklin, the Clerk of the County Council of Glamorgan, explained that some months ago the Glamorgan County Council had passed a resolution asking Parliament that the County Governing Body should be put an end to and the power transferred to the County Council. Ultimately the following resolution was passed:—"That the Board respectfully urges on the Welsh members of Parliament the desirability of taking steps to restore the original wording of the clause recommended on the motion of Sir Alfred Thomas, inasmuch as the maintenance of the option given by the original clause to the Welsh County Councils of either continuing the County Governing Bodies or amending their constitution so as to adapt them to deal with all forms of education, or of creating new bodies as the local committees under the Education Bill, is in the opinion of the Board a matter of the greatest importance to the future working of the Welsh educational system."

The need for trained teachers was also discussed, and a resolution was passed that, in view of the changes brought about by the Education Bill in respect of secondary education and the consequent greater need for trained teachers in our intermediate schools, it is desirable that greater inducement should be offered to desirable students to undertake the training.

It was resolved to adopt the pensions scheme and to put it in operation as from January 1, 1903.

The Education Bill raises also the whole question of the existence of the Central Welsh Board. Some educationists in Wales are of opinion that it stands in the way of the complete co-ordination of education in Wales; that its administration is expensive; that the academic element is too powerful in it; and that the work could be more effectively done by the University.

SCOTLAND.

Sir Henry Craik has sent a reply to the promoters of the meeting at Glasgow (mentioned in last month's notes) which passed resolutions condemning the Scotch Education Department for the treatment of modern languages in the new regulations for the Leaving Certificate.

He points out that there are two distinct sets of pupils to be provided for, and that at least two distinct forms of group certificate are necessary. For pupils who, contemplating a business career, leave school before they are sixteen the Intermediate Certificate has been provided. The only compulsory subjects for this certificate are English and Mathematics (or Higher Arithmetic). "In regard to the others, there is complete freedom of selection. Candidates may choose their languages, classical or modern, exactly as they please." "Each certificate bears upon its face a list of the subjects and grades in respect of which it has been awarded." Accordingly, if the teaching of modern languages for business purposes is to be encouraged, merchants and men of business have only to give a preference to applicants for employment who have certificates "recording success in, say, English, Mathematics, Higher French, and Higher German." "So far as 'foreign competition in commerce' is germane to the question, it is there that the key of the situation really lies." Sir H. Craik goes on to refer to the proposed "Commercial Certificate," and the corresponding Technical Certificate, which "are to be open to candidates who, after qualifying for an Intermediate Certificate, have remained at school for at least a year in order to receive specialized instruction." As to these certificates, he invites discussion of the proposals of the Department, which have been already published. For the second set of pupils, those who are qualifying for entrance to the University, the Intermediate Certificate suffices as regards the Faculty of Medicine, and the Leaving Certificate may be taken in such a form as to secure admission to the Faculties of Arts and Science. In the case of the Leaving Certificate, not in the scientific, but merely in the linguistic, form, modern languages cannot be taken without elementary Latin. This limitation "does not concern those who are training for a mercantile or a technical career. It does not concern the medical or the scientific student. It concerns only those who contemplate making modern languages a special study in the University." And "an elementary knowledge of Latin is, in the view of my Lords, an essential preliminary to the scientific and scholarly, as opposed to the purely practical, study of any modern language, above all, of a Romance language like French." As showing that the regulations "correspond remarkably well with the curricula actually in operation in schools," Sir H. Craik refers to the results of this year's Leaving Certificate Examination. "The total number of certificates gained was 364. Exclusive of those who qualified through practical science, there were in all 146 successful candidates, whose groups included both French and German. Of these only 33 would have been excluded by the new regulation requiring Lower Latin, and one of the 33 took Greek." "Against the 33 that remain there may fairly be set an equal number of other successful candidates, whose group included Latin and one modern language, but not Greek." In conclusion, the hope is expressed that "the new regulations will contribute in a marked degree to the prosperity of modern language study in the Universities, and, therefore, ultimately throughout the whole of Scotland. In Circular 340 a definite place is, for the first time, assigned to a school curriculum which aims at providing a training that may fit pupils for work in modern languages at a University level."

To this letter one of those to whom it is addressed (Mr. Wm. Thomson, of the Hutcheson's Girls' Grammar School, Glasgow) has written a somewhat violent rejoinder. He declares that "practically the whole teaching profession has decided against the action of the Department," and that their example has been followed by a considerable number of business and professional men in Glasgow, as well as by the meeting which passed the resolutions. He goes on to describe Sir H. Craik's letter as consisting of "official phrases, dexterously combined," and accuses its author of intending to "crush a really righteous, but to him distasteful, movement, feeble enough, as he may be informed, to be crushed with impunity." And he accuses Sir H. Craik of "cutting his children off with a shilling, merely to please another family over the way," that family being the University. Apart from all this, Mr. Thomson points out that three years ago a group Leaving Certificate was instituted, in which English, mathematics, French and German on the higher grade were an eligible group, and that Circular 340 has done away with this. He also maintains that the "additional burden of Latin" will lower the attainments of pupils in modern languages over the whole country, and that this lowered attainment will give the Department a reason for perpetuating the lower status. Further, the Department is taking no steps to remove "the rooted objections of authorities to accord just recognition to the highest proficiency attainable" in modern languages. Mr. Thomson also challenges the view that an elementary knowledge of Latin is essential to the scientific and scholarly study of any modern language. With reference to Sir H. Craik's figures, he makes an appeal *ad misericordiam* on behalf of the 33 candidates who would have been deprived of their certificates under the new regulations, and he points out that 65 per cent. of the girls in the "class of bifurcation" in his school are taking French and German, the remainder taking Latin and French. "These people do not want a 'practical' Intermediate, or Commercial, or Technical Certificate, nor is the school organized on the basis of any of these certificates." In short, Mr. Thomson maintains that the Department is neglecting "the large and increasing set of pupils who study or

(Continued on page 812.)

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Sir William Muir has intimated his intention to resign the Principalship of Edinburgh University. His age and the weakness of his health are the reasons for his retirement. Before his appointment to the Principalship in 1885 he had a distinguished career in India, lasting for forty years or more, and as Principal he has concerned himself rather with the social than the educational duties of his position. It is to be hoped that in making a new appointment the Curators of Patronage will break the old tradition that the Principals of our Universities should be men who have already practically completed their life work. It has been greatly to the advantage of the younger Universities, both in this country and in America, that they have usually appointed as their Principals men in the prime of life, with business capacity and some educational experience. We in Scotland would do well to follow their example. The duties of the Principal of a modern University are exacting and important enough to form the main life-work of an able man; and when the appointment is given to one who has passed middle life the office practically goes into commission, with evil results for the University.

Mr. H. S. Carslaw, M.A., D.Sc., who has been Assistant to the Professor of Mathematics at Glasgow University for the last five years, has been appointed Professor of Mathematics in the University of Sydney. Prof. Carslaw is a distinguished graduate of Glasgow and Cambridge, and he has done excellent work as Secretary of the Glasgow University Committee on Civil Service Examinations.

The University of Aberdeen has now come into possession of the bequest of the late Mr. John Reid, amounting to £21,000, which is intended to provide scholarships for distinguished graduates in Arts, who are "to continue to prosecute their studies in philology, philosophy, science, the fine arts, or any other branches of higher learning, at an English or foreign University."

IRELAND.

The Intermediate Board, to meet the general dissatisfaction with the results of the examinations held last June and the memorials laid before them on the subject, announced in the beginning of November that they would revise the results, now making 30 per cent., not 40 per cent., the percentage of marks required "for passing (in the examinations held last June) in each subject in the programme, except "English Composition" and "Experimental Science and Drawing." This will, of course, place many students who failed among those who passed, and necessitate changes in studies and classes in the schools more than two months after they have begun work. The decision was come to owing to the disastrous effect of so many failures in certain schools which largely depend on the Intermediate grant. The revision does not extend to Honour students—a great injustice, as these candidates have suffered far more from a percentage of 40 in six subjects being required than the pass students did, as the latter were not eligible for Honours and prizes. Many of the Honour candidates would have obtained valuable exhibitions had they not failed to make 40 per cent. in some one of the six subjects. The fact that additional exhibitions would have to be given, and the whole list of prizes revised, no doubt prevented justice being done to the most deserving of the sufferers from the mismanagement of the Board.

The Central Association of Irish Schoolmistresses, in conjunction with the Ulster Schoolmistresses' Association, sent in a memorial to the Board at the beginning of November, in which they supported the main points that had been put forward by the other educational associations. They added a strong protest against any differentiation being made between the rules and programmes for boys and girls respectively. This was done in consequence of its being stated that a proposal to alter and make easier the programme and conditions of passing for girls was under the consideration of the Board.

The English inspectors appointed by the Board for a year having concluded their work and reported, nothing is known as to what the Board intend to do in developing inspection in the future. Since the chief difficulty will be to obtain efficient inspectors, it would be extremely desirable that the qualifications required in inspectors and their proposed functions should be made known, as this might lead to suitable persons qualifying for the position.

At the conferring of degrees in the Royal University on October
(Continued on page 814.)

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31 163 M.A. and B.A. degrees were conferred, 54 of which were obtained by women. About 36 of the men came from Roman Catholic colleges, about 39 from other colleges, and 25 prepared by private study. Of the men students 37 graduated with Honours; of the women students 19. In Modern Literature all the First Honours in both M.A. and B.A. were won by women, Miss Norah Scott, Alexandra College, obtaining the Studentship in M.A., and Miss Melissa Hull, Victoria College, the first place in B.A. The Queen's Colleges of Belfast and Galway and University College, Dublin, are, as usual, most prominent in the list of distinctions.

In the degree examinations in Trinity College, Dublin, Mr. S. B. Kelleher is the Student in Mathematics this year. He only entered Trinity College, Dublin, in 1898, after carrying off every possible distinction in the Royal University and Queen's College, Cork. Mr. D. M. Moffatt is the Classical Student. He is a pupil of Methodist College, Belfast, a school from which the two Classical Scholars in the Royal University come this year.

Much dissatisfaction is felt in Ireland at the position in which the introduction of registration for teachers in England and Wales places Irish teachers. There is no possibility of Scotch or Irish teachers being registered. Although degrees from Scotch and Irish Universities would be accepted, three years' teaching in a Scotch or Irish school would not; hence only Irish teachers working in England can obtain registration. This manifestly is injurious to the prospects of Irish teachers, not only in England, but even in Ireland, where they frequently have to compete for posts against English teachers.

A special Registration Bill for Ireland is required, but it is doubtful how far this would be supported by Catholic authorities. Not very long ago the Catholic Association of Head Masters passed a resolution that they would oppose registration as long as Catholics had not a University approved by the Church to which they could resort. As the vast majority of Catholic teachers are ecclesiastics and nuns, the question affects them differently as compared with Protestant teachers.

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The successes gained by Alexandra College this year in the Royal University include two of the highest distinctions awarded by the University—the studentship at the M.A. degree, value £100 a year for three years, which was gained by Miss Norah Scott, and a scholarship in modern literature of the value of £60 which was won

by Miss Dora Grace. The following distinctions have also been gained by students of the college:—At the B.A. degree Miss Janie Stephens obtained first place and first Honours in Biology and Geology, with an exhibition; Miss Fanny Stokes obtained Honours in History, Political Economy, and Jurisprudence; Miss Agnes Scott won Honours in Mathematical Science; and Miss Muriel Bennett Honours in Modern Literature. Miss M. Coffey, Miss E. Lipsett, Miss M. Mahaffy, Miss Ellen Perry, Miss Eleanor Symes, and Miss Marie Vance passed the degree examination.

At the Second University Examination Miss A. Johnston won second of the first Honours in French, and Miss M. Fottrell also obtained Honours in that subject. At the First University Examination, Miss Hilda Poole gained an exhibition, value £30, with Honours in French, Latin, and English. Miss Louisa Grone also obtained an exhibition, with Honours in Latin; Miss Dora Grace won first of the first Honours in German; and Miss Emily second of the first Honours in French; and first Honours in Latin. Several other honours were gained by students, fourteen of whom passed the examination.

At the Matriculation Examination Miss Vera Esposito gained first place and first Honours in French and first Honours in Latin; and Miss Muriel Hughes obtained first Honours in German. Ten students passed the examination.

VICTORIA COLLEGE, BELFAST.

The success of Victoria College, which supplies to its students the entire teaching in the Arts course for all the examinations of the Royal University, was again remarkable. In the number of exhibitions and honours won this College is again third of all the colleges for both men and women who send in candidates to the R.U.I.—nine exhibitions, First and Second Class, and a total of twenty-nine distinctions being awarded to Victoria College students. In his address on Conferring Day, the Pro-Vice-Chancellor called attention to the high position of the women graduates in the modern field of literature. There were thirty-one successful candidates in this group of subjects at the degree examination, nine men and thirty-two women. The only First Class Honours were carried off by women, Miss Melissa S. Hull, B.A., Victoria College, heading the list with First Class Honours and a First Class Exhibition—£42. The following twelve Victorians graduated with B.A. in Modern Literature, Mathematical Science, Ancient Classics, and Civil and Constitutional History, the first six obtaining First and Second Class Honours:—W. S. Hull, Grace, W. Spence, T.

(Continued on page 816.)

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SCHOOLS.

DULWICH, JAMES ALLEN'S GIRLS' SCHOOL.—The prize-giving took place on October 30, Canon Carver, former Master of Dulwich College, in the Chair. The Hon. Mrs. Pember, a Governor of the school, distributed the prizes. The Clothworkers' Exhibition of £60 a year for Girton College was awarded to Ellen Delf for Science. In the London Matriculation Examination of September last five girls passed in the First Division. In the Cambridge Junior and Preliminary Local Examinations of last December twelve Honours Certificates and thirty-one Pass Certificates were obtained, with thirteen distinctions. The London Institute for the Advancement of Plain Needlework awarded a hundred and twelve certificates to pupils of the school, four being special "Certificates of Skill." At the Nature-Study Exhibition held in July a bronze medal was awarded to the school exhibit, which was pronounced by the judges to be the best collective exhibit sent. The school also obtained a special prize given by Prof. Miall, F.R.S., for the best exhibit from any secondary school. The School Leaving Exhibition of £45 a year for three years was awarded to Mabel Gusterson.

HULL, HYMERS COLLEGE.—Entrance Scholarships for 1902 were won by H. Adams, R. H. Williams, C. H. Oliver, and E. Smith. Continuation Scholarships for 1902 were won by R. B. Potts, A. Manson, and H. Johnson (Honorary). County Council Exhibitions were awarded to F. England and W. Smith. In place of Messrs. Jagger, Hammond, Harper, and Briggs, we welcome Messrs. J. E. M. Carroll, M.A., G. Brackenbury, B.A., L. Davies, B.A., and W. Cobby, B.A. The addition to the Pavilion is now completed and proves most useful. At the present time the Cadet Corps numbers sixty and is extremely vigorous.

LONDON CENTRAL FOUNDATION SCHOOL.—Alley Exhibition (£50 for three years), W. T. Wilson; ditto (£30 for three years), F. Popham; Mitchell Exhibition (£50 for three years), H. Applebee; Skinners' Company's Scholarship (£50 for four years), A. Stansfeld; Fishmongers' Company's Scholarship (£50 for four years), E. Elliott; Gassiot Scholarships (£10 for two years), B. Felz, B. Rubinstein, H. Newland, A. Bieri, A. Hamilton. Distinctions outside the school: F. Clarke, eleventh Wrangler; R. French, First Class Natural Science Tripos; B. Kissan, Indian Civil Service, 51st place; E. Elliott, First

Class Mathematical Honours at London University Intermediate B.A.; H. Sacher, £20 scholarship, University College, for Political Economy; E. J. Elliott, £75 Mathematical Scholarship, Trinity College, Cambridge; A. Stansfeld, £80 Mathematical Scholarship, St. John's College, Cambridge; M. Hyman, £35 Mathematical Scholarship, Worcester College, Oxford; E. Turner, fifth, Indian Police; S. Brodetsky and L. Benny, first and second respectively in London County Council Intermediate Scholarship Examination. Lord Davey presented the prizes for the year 1901-2 at the end of last month. Sir Owen Roberts, D.C.L., was in the chair, and there was a large gathering of parents and friends, who listened with interest to his lordship's excellent address to the boys. The last school year has been an exceptionally successful one. In addition to the above honours, eight other London County Council Scholarships, varying in value from £50 to £20, have been gained, and nineteen boys have passed into the Civil Service.

LONDONDERRY, STRAND HOUSE SCHOOL.—At Magee College entrance scholarship examinations two pupils have gained the first places in the open competitions—Emma Moffat, first of first-year students, £30; Nettie Foster, first of second-year students, £25.

MARLBOROUGH COLLEGE.—The second edition of list of O.M.'s who have served in the war in South Africa, 1899-1902, has just been published. There are over 450 names, and of these 42 are dead. Two received the Victoria Cross, and no less than forty the D.S.O. A window designed by Mr. Bodley, has been placed in the college chapel, and a mural tablet inscribed with the names of those who fell in the war, will shortly be placed in the ante-chapel. The memorial fund now exceeds £1,400; and a scholarship has been founded tenable by the son of an O.M. officer in need of assistance.

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—The annual concert given by the pupils of the above school took place on Friday evening, November 7. The programme possessed many attractive features, and gave proof of the thorough training of the performers under the direction of Mrs. Green, Miss Miles, Miss Foksett, and Miss Ludovici, while the vocal selections were rendered under the able direction of Mrs. Carr Shaw. The pianoforte playing was the most prominent feature of the concert, and it was particularly noticeable that the solos, of which there were no less than nine, were rendered in every case without a note of music.

PORTSMOUTH HIGH SCHOOL.—On November 14 Lady Hotham distributed the prizes and certificates in the Town Hall, Portsmouth. Mr. Charles Roundell was prevented by illness from taking the chair.

(Continued on page 818.)

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The Competition closes on December 6th.

The Head Mistress, Miss Adamson, read a report of the school, and short speeches were made by members of the Local Committee. The Company Scholarship for the year was awarded to Ruby Yates, but, as she is unable to hold it, the Council has transferred it to Mary Chalcraft.

SHREWSBURY HIGH SCHOOL FOR GIRLS.—The following distinctions have been gained during the past year:—Four higher certificates, with three distinctions in botany, and two letters from the Joint Board; forty-seven Honour and sixty-three pass certificates, and one full drawing certificate from the Royal Drawing Society. J. Llewellyn passed in Honours in Class II., Groups B and H, and O. Harding in Honours in Class II. in Group C of the Cambridge Higher Local Examinations. Two certificates were obtained from the Associated Board for Music. Three £20 scholarships, out of five awarded by the Salop County Council, were gained; one £10 scholarship was gained; and one pupil obtained qualifying marks for the £50 scholarship. The Company's Scholarship has been awarded to A. S. Wilkinson. D. Scott obtained a studentship in natural science at the Liverpool University College, and was specially commended for botany. M. Gough won Mr. Bousfield's prize, given for work sent to the Royal Drawing Society's Exhibition; she was afterwards requested by Mr. Ablett to send him a design for an address to be presented by the Royal Drawing Society to the King. The prize-giving took place on Wednesday, November 12, in the hall of the school, when there was a large gathering of parents of the pupils and other friends of the school. Mr. H. W. Eve was in the chair, and the Hon. Alice Bruce kindly distributed the prizes, in the absence of Lady Powis through illness. In addition to the prizes given by the Council, Lady Powis sent two beautifully bound books, which were given, at her suggestion, to girls who showed proficiency in history and music.

SOUTHWARK, SAINT OLAVE'S GRAMMAR SCHOOL.—Two University prizes have fallen to Old Olavians, this year. H. D. Wakely, Scholar of St. John's College, Cambridge, gained the Powis Medal for Latin Hexameters, while yet a freshman, and S. W. Cole, of Trinity College, has just won the Gedge Prize, awarded every two years for the best original observations in physiology. L. D. Wakely has gained the third place on the list in the Home Civil Service competition. At the Royal College of Science E. A. Wraight took a First Class in Assaying and a First in Metallurgy; in the Final A.R.S.M. he also took a First, being third on the list. Of distinctions gained from within the school, C. T. Robinson has taken a First Class, W. F. Collins and N. G. Scorgie, a Second Class, in the Intermediate B.Sc. of London.

National Scholarships for Biology of the nominal value of £100 a year have been won at the Royal College of Science by W. F. Collins and A. E. Pratt; Collins obtained the first, and Pratt the third, of the scholarships awarded. Among the signs of development is the growth of a new form on the modern side, due to our increasing numbers; we welcome as its first master Mr. W. M. Hardman, formerly Scholar of St. John's College, Cambridge. Mr. R. F. Lyne and Mr. E. P. Adam have left us, and in their place we have, as masters of the first and third forms respectively, Mr. E. G. Ellis, of London University, and Mr. H. Summersell-Davis, formerly scholar of Corpus Christi College, Oxford. Mr. Sharples, to our great regret, is absent through ill-health; his work is taken temporarily by Mr. F. S. Webb, formerly exhibitor of St. John's College, Cambridge.

PRIZE COMPETITIONS.

Winners of Holiday Prizes are: Miss I. Crawford, Broadlands House, Newport, Isle of Wight ("Growler"); W. Henderson, Esq., 43 Church Street, Chepstow, Mon. ("Kekragol"); Algernon Warren, Esq., 17 Welbeck Mansions, Inglewood Road, West Hampstead, N.W.; Mrs. P. A. Barnett, Heatherleigh, Spring Grove, Isleworth ("A.B.").

The winner of the Translation Prize for October is T. W. Gellibrand, Esq., 15 College Terrace, Brighton.

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(Continued on page 822.)



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successfully. Those who began with *ils trouvaient* spoiled the sense. A larger proportion were able to cope with the last, although such renderings as *il était boxé on courue hors d'un garçon et chassée par un soufflet* were common enough. Only five candidates were correct in the tense (the imperfect), which should be used throughout. We consider this a bad mistake. Another common error arose from the inability to distinguish between the participle and the gerundive. The mistakes in use of words were by far the largest crop. This shows the absurdity of the statement so often made by classical scholars, when comparing French with Latin, that in translating into French one wants merely a dictionary. All the competitors were at liberty to use both dictionary and grammar, and many of them have evidently great fluency in the use of the language; yet this did not prevent an average of from twenty to thirty mistakes in the best versions. Take, for instance, "countenance," which most rendered *figure*. Ruskin is contrasting *acquired* beauty, the beauty of expression acquired by leading a regular life, with the uncultivated beauty of nature (hence *inculte*, and not *sauvage*). To render "bitterness," we have *amertume*, *acreté*, *acrimonie*, *aigreur*, *acerbité*, *animosité*, *stévérité*, &c., but we must only choose one of the two first. "Sight" is not *vue*. *Aux yeux du ciel* is not French. *Genre* is incorrect for "kind." "Need" must not be rendered by *avoir besoin*. *Continuel* is not the same as *continu*. *En plein air* was a universal mistake. "Spiritual" has not a religious sense. *Tous les deux* should be *les uns et les autres*. *Une occupation* cannot be *discipline*. *Vêtement* does not give the idea of adornment. A literal rendering of "giving themselves" will not do.

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CONFERENCE ON THE TRAINING OF TEACHERS IN SECONDARY SCHOOLS FOR BOYS.

HELD AT CAMBRIDGE, NOVEMBER 14 AND 15.

THE following is a full list of the representative members:—

UNIVERSITY OF CAMBRIDGE: Sir R. C. Jebb, M.P., the Rev. Dr. Butler, the Rev. C. A. Pollock, Mr. S. S. F. Fletcher, Mr. O. Browning and Dr. J. N. Keynes (Honorary Secretaries of the Conference). UNIVERSITY OF OXFORD: Mr T. H. Warren, Mr. P. E. Matheson, Mr. J. Wells, Mr. W. M. Keatinge. UNIVERSITY OF DURHAM: the Rev. Dr. Gurney, Dr. Jevons. UNIVERSITY OF LONDON: Sir A. W. Rücker, Prof. J. Adams, Dr. R. D. Roberts. VICTORIA UNIVERSITY: Dr. N. Bodington, Prof. S. Alexander, Prof. W. H. Woodward. UNIVERSITY OF WALES: Mr. W. Edwards, Prof. F. Spencer. UNIVERSITY OF BIRMINGHAM: Sir Oliver Lodge, Prof. J. H. Muirhead. HEAD MASTERS' CONFERENCE: the Rev. the Hon. E. Lytton, the Rev. G. C. Bell, the Rev. Dr. Gray, the Rev. M. G. Glazebrook, the Rev. H. W. Moss, Mr. J. S. Phillpotts. INCORPORATED ASSOCIATION OF HEAD MASTERS: Dr. Gow, Mr. J. Easterbrook, Mr. J. J. Findlay, Dr. R. P. Scott, the Rev. R. D. Swallow, the Rev. J. Went. COLLEGE OF PRECEPTORS: Mr. H. W. Eve, Dr. R. Wormell. TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND: Mr. F. Storr. WELSH COUNTY SCHOOLS ASSOCIATION: Mr. W. Jenkyn Thomas. CONFERENCE OF CATHOLIC COLLEGES: the Rev. J. Cremonini. PRIVATE SCHOOLS' ASSOCIATION: the Rev. J. B. Blomfield. ASSOCIATION OF HEAD MASTERS OF PREPARATORY SCHOOLS: Mr. E. D. Mansfield. INCORPORATED ASSOCIATION OF ASSISTANT MASTERS IN SECONDARY SCHOOLS: Mr. J. L. Holland. ASSOCIATION OF COUNTY COUNCILS IN ENGLAND AND WALES: Mr. A. Anderton, Mr. H. G. Fordham, the Right Hon. H. Hobhouse, M.P. ASSOCIATION OF DIRECTORS AND ORGANIZING SECRETARIES FOR TECHNICAL AND SECONDARY EDUCATION: Mr. A. Keen, Mr. W. Hewitt, Mr. J. H. Nicholas. TECHNICAL EDUCATION BOARD OF THE LONDON COUNTY COUNCIL: Mr. A. J. Shephard.

In addition, the following gentlemen, not directly representing any body, were specially invited by the Committee:—The Right Hon. A. H. D. Acland, Prof. H. E. Armstrong, the Rev. W. T. A. Barber, the Venerable J. Ingham Brooke (Archdeacon of Halifax), the Hon. W. N. Bruce, the Right Hon. Sir J. E. Gorst, M.P., Mr. A. C. Humphreys-Owen, M.P., Mr. H. Lee-Warner, Prof. J. Perry, Mr. W. H. D. Rouse, Mr. G. W. Rundall, Mr. M. E. Sadler, Mr. A. Sidgwick.

THE VICE-CHANCELLOR bade a hearty welcome to the representatives of Universities, schools, and other public institutions who had accepted the invitation of the University. This Conference had been first proposed in a letter addressed by Mr. Swallow, the Secretary of the Joint Training Committee, to the last Vice-Chancellor, in the June of 1901. Among those from a distance who had helped to bring this proposal to pass he would mention the Head Masters of Marlborough, Haileybury, and Chigwell, and Prof. Withers, whose absence from illness all would regret. The place of meeting was significant. It was a pledge of unity of action, and also a guarantee that they would proceed along the narrow path of safe and well considered reform rather than the broader road of revolutionary change. The present Conference differed in all respects from that convened in 1896 to consider Registration. That was large, and passed resolutions; this was small, and purely deliberative, its object being to discuss among experts alternative systems of training. The first paper, to be read by Sir R. Jebb, would give the history of the movement, and no discussion would follow.

SIR R. JEBB, after summarizing the antecedents of the Order in Council and analyzing the regulations for the Register, proceed to treat

The Bearing of the Order in Council on the Training of Teachers.

The first point to observe is that, under the Order, training is made an absolute condition of registration. This is the first great step towards organizing the profession of teaching, and giving it the *status* which is its due. The stringency of the Register not only protects the public, but safeguards the position of the teacher; the unity of the Register marks the unity of the profession. Registration under the Order is voluntary. No penalty, present or prospective, is there attached to non-registration. The earlier Registration Bills, promoted by associations of teachers and introduced by unofficial members of Parliament, usually proposed some penal sanction, to operate after a period of grace: e.g., that, after a certain number of years, an unregistered teacher should not be able to recover fees by process of law; or that he should be ineligible for a post in a secondary school recognized by the State. But no Government Bill has yet proposed such a sanction. And the fact seems to be that, even now, the vital importance of training—the benefit which it can confer even on “the born teacher”—must be more widely and more vividly appreciated, both by teachers themselves and by the public, before a penal sanction could wisely be imposed. But is it therefore to be feared that the Register will fail from lack of driving power? I do not think so. In the first place, it is obvious that there are large numbers of teachers to

whom registration will be a great and immediate gain. Then it may be expected that, by degrees, as the meaning of the Register comes to be generally understood, the force of example and the pressure of intelligent opinion will exercise a strong influence in favour of registration. From schemes recently published or passed by the Board of Education it would appear that the Board is disposed to require that in future the head master or head mistress of a school for which the Board makes a scheme shall be registered in Column B. Moreover it is likely that some of the new Local Authorities for Education may make the same requirement in regard to some of the schools aided by them. Such measures will doubtless have their effect. A good deal, however, will probably depend on the course adopted in the next few months by the head masters and assistant masters of secondary schools of every type. It rests with them to render a far-reaching service to education by giving the support of their names to the new Register. In conclusion, I would briefly touch on one point of great interest. The Order in Council contains the first express recognition of the "student-teacher" [Regulation 3 (2)]. No official definition of a student-teacher has yet been given, but he appears in the Order as a person who is studying the practice of education by teaching, "under supervision," in a recognized secondary school. Here the student-teacher system makes its official *début* as a regular and organized method, which may be employed as an alternative to residence at a University or at a training college. The two methods are to be in concurrent use. How far can they be combined; or on what terms should they be adjusted to each other? These are points which fall within the scope of a discussion which we are promised to-day. And I would venture to suggest two other questions. (1) Ought the student-teacher to be a graduate? (2) How should we interpret the "supervision" under which he is to work? Is it to be internal only—*i.e.*, exercised by the staff of the secondary school itself? Or is it to be (in part, at least) external: *e.g.*, is a master of method from a training college to visit the school occasionally, for the purpose of seeing how the student-teacher is doing his work? These are a few points out of many on which the opinions of the experts present at our Conference would be of great value.

Alternative System of Training.—(a) By a Course at a University.

The following paper, by Mr. ARTHUR SIDGWICK, we give in full, as it cannot be condensed:—

The questions which I have been asked to treat are two—both severely practical: (1) Should training be taken necessarily as a post-graduate course, or may it be concurrent with studies for a degree? (2) How are the difficulties of practice to be met? I had better say at once that since we established the system of teachers' training (secondary) at Oxford in 1897 I have been a member of the Managing Committee, and have been in constant communication with the teachers—especially Mr. Keatinge, with whom I have discussed the points treated in this paper. I have also had pupils who took the course; and I have examined five times for the University Diploma in Education. In the following remarks I confine myself to Oxford. (1) My answer to the first question is that *in itself*, and putting difficulties of time and expense aside, the post-graduate non-concurrent course is preferable. But the cases of different men seem to suggest different practical solutions: and I should strongly urge that hard and fast rules should be at present, as far as possible, avoided. The experience, though valuable, is not of long standing, and it would be a mistake by ill-considered rules to discourage candidates. More experience is wanted before rigid rules can be wisely made. Let us consider some of the cases that occur at Oxford. (a) There is the Honour man of the better type, scholar of his college, takes Honours both in Mods. and Finals, the latter in seven terms. His college has a hold on him: the tutors are exacting; the subject is very large. He simply would not be permitted to take the training course (if seriously pursued) concurrently with the Lit. Hum. course. He has not the time: as it is, the Lit. Hum. candidate who does his best is hard pressed. (b) There is the industrious man of fair intelligence who has taken Honour Mods., and but for the need of training might have proceeded to a Final Honour School. He has not the funds to stay up five years (for it must be remembered that, if Honours be taken both at Mods. and Finals, the course is *four years*, and the extra training year would make it five). Under this financial pressure it is better for this man to take a Pass degree (as he has already got his school-teaching qualification by his Class in Mods.) and take the training course *concurrently* with his last year's reading for the schools. Without undue pressure he can do justice to both studies. (c) There is also another type of man, who is intermediate between these two: he is bound to take a Final Honour course, as his abilities suggest and his prospects require; yet he simply cannot afford the fifth year. He must be trained; and the two courses therefore must be concurrent. The sacrifice he makes is that his Honours may suffer: he has to be content with a lower class. But it would be very hard to force such a man to choose between a Pass degree and the sacrifice of his chosen profession. It may be remarked that, even where concurrence is imposed (by regulation or individual circumstances), it is desirable that it should be to some extent elastic—*i.e.*, that the minimum number of hours required should be small *in full term*, but that these should be supplemented by a sufficient amount

of additional work in vacation, the time being specified, and the work out of full term being given entirely to training. The Oxford Delegacy which administers the Secondary Training Scheme has assented to this sort of arrangement being tried.

(2) *The Difficulties of Practice.*—Apart from the questions dealt with above, the difficulties of practice are all connected with the available supply of schools or classes to be taught by the students, whether regularly as part of a course, or occasionally for "criticism" lessons, or by the instructor sometimes (if he wish) in the presence of the students as a demonstration lesson. (a) The first difficulty concerns the *number* of the schools available. Oxford is fairly well supplied with secondary schools of different sorts. Besides private schools, few and small, there are two large and successful high schools, one for boys, and one for girls, three schools attached to colleges with musica foundations and two good preparatories for boys. The training centre cannot at present count on getting permission to use all the available schools. There are also, of course, the primary schools, both Board and voluntary, and a technical school under the County Council. With the comparatively small number of students that we have had, the school-supply has hitherto been sufficient. With a considerable increase in the students, the schools would no longer suffice. Under the Statute now in force, the Delegacy will be able in the last resort to establish a school themselves; though such an institution, competing with existing schools, would not be without difficulties of its own. The students *must* witness teaching in secondary schools; and some kind of demonstration school will in the near future be required for the training centre. (b) The second difficulty concerns the *status* of the schools. At first it would not have been wise to make much use of the primary schools for secondary training: for there were many susceptibilities and misgivings to consider. College tutors were many of them doubtful about the scheme; students were themselves public schoolmen; head masters naturally preferred men trained by teaching boys of the same class as they would afterwards have to deal with. Nevertheless, it is undoubtedly the case that for certain parts of the secondary training the primary schools can be very useful. For example, certain points of method, dealt with by the instructor in the course of his lectures, can be well illustrated by a demonstration given to a class drawn from a public elementary school. Or, again, when a student is at the stage where it is essential for him to learn coolness and confidence in holding and handling his boys, an elementary class may be quite first-rate material for the purpose. For the early stages of practice elementary schools are probably the best. (c) The third point concerns the *area* of schools to be used for training. There is no inherent reason why *only such schools as are in the town where the centre is* should be considered available. It would be very much better if the centre could work hand in hand with a large circle of schools beyond the limits of the town. Of course for many purposes distance would be a bar: but visits might be paid occasionally, demonstrations held, practice lessons given, to the outlying schools. To see a variety of kinds of school is an unmixed benefit to the students; and these schools themselves would be benefited by being brought into touch with the training centre. It has been found the best arrangement that the students should visit the schools for a certain period during that part of the training time which falls outside the University term. (d) The last point concerns *subsidies* to the schools which are used. It is obviously equitable that the convenience of being allowed to use the schools should be paid for. The arrangements cause trouble and a certain dislocation of routine to the schools. It is on every ground desirable, and necessary to the success of the arrangement, that the master should be present at lessons given by a novice. It may even happen that he may have to take the class out of the hand of a student not up to the work; or give the lesson over again after he has gone. The time saved by the student taking the lesson is on the whole a set-off to these extra liabilities, but not a complete equivalent. It is just that a fee should be paid.

The discussion was opened by Mr. O. BROWNING. He agreed that in the great majority of cases the training should be post-graduate, but the Oxford and Cambridge Day Training Colleges did manage successfully to combine training with a degree. With undergraduates a year's training might not be sufficient. The essential parts of training were: (1) the theory, history, and conduct of education. This part was best given at the Universities; at schools competent instructors could not be found. (2) Criticism, model, and visiting lessons. At Cambridge criticism lessons were given once or twice a week, and each term a student had a week's teaching under supervision in an attached school. For this purpose schools as far removed as Bedford had been used. Practical training had two objects in view—discipline and the art of imparting knowledge. At the beginning nearly all teachers committed *gaucheries* which were fatal to discipline, and in instruction they attempted too much or too little—either lectured or did nothing but question. Neophytes were often incompetent to take a class at all, and had to begin learning to teach with a small number of selected boys. The head masters of secondary schools were naturally unwilling to admit student-teachers until fully competent. For various reasons, too long to state, the same difficulties did not occur with elementary or

higher-grade schools. Therefore training could be carried out satisfactorily only when both primary and secondary schools were available. The Universities, and the Universities alone, could satisfy this double condition. Mr. P. A. BARNETT had said that the association of primary and secondary students in the technical work of training was most profitable for both bodies, and this opinion was borne out by the experience of the Cambridge Training College.

Mr. H. W. EVE urged that post-graduate study was a counsel of perfection, and that for the bulk of intending teachers, on the score of expense, training must be concurrent with preparation for a degree. Further, men after taking a degree were tired of being taught and loth to continue *in statu pupillari*. As it was, many men enter on their profession with an inadequate knowledge of the rudimentary subjects they will have to teach. At the risk of incurring the penalties of *scandalum magnatum*, he would venture even to surmise that some members of that august body the Head Masters' Conference were not capable of imparting the elements of arithmetic and geography to a junior class. He urged, therefore, that men destined for schoolmasters who were not within the range of a First Class in Finals should take a Tripos in their second year, and devote their third year mainly to training.

Mr. W. M. KEATINGE bore out Mr. Eve's remarks on the need of instructing candidates in elementary subjects. At Oxford they had made arrangements for a systematized course of school geography. He believed strongly in the use of elementary schools as practising schools for secondary teachers. In the first stage of apprenticeship he preferred them to secondary schools. The first difficulty of young teachers was order, and with a primary class it was a case of sink or swim. If the teacher could not command attention, his failure was at once self-evident, but in a well disciplined secondary school this need not be the case. On the other hand, he did not believe in the mixing up of primary and secondary candidates. At Oxford he had had some primary students, but had not found them a helpful element. The manner of manipulating subjects was not the same in a primary and a secondary school.

Mr. W. JENKYN THOMAS complained that in Wales secondary training was wholly subordinated to primary. In their University colleges they wanted as trainers men who had personal knowledge of secondary schools, and in determining the certificates of training the head masters of the schools in which the candidates had practised should be consulted.

Mr. J. J. FINDLAY reminded the Conference of the report of the Joint Training Committee, which was unanimously in favour of post-graduate training. One of the speeches by a signatory of that report seemed to him hardly consistent. He thought that, if a man could only devote two years to University studies, he had better enter the Day Training College. He did not believe in picking up the elements of geography or history or English by a casual course of lectures. If a man was going to teach these subjects, he ought to devote himself to their study. Nor had sufficient reason been shown for locating training colleges solely at the Universities. As far as Mr. Sidgwick and Mr. Keatinge had shown, the whole of the work now done at Oxford and Cambridge might be done equally well in any large town. The only reason why the Universities should be preferred was for the study of the theory; but at present Oxford and Cambridge did not believe in the theory of education. The fact was that at present we had no theory of education; and therefore training must at present be centred in the practical work, and theory must be gradually evolved from practice.

Mr. S. S. FLETCHER said that, if the Register of Teachers was going to be a reality, and not a farce, students would have to give their full time to training, and not divide it between training and general education. As it was, at Cambridge primary teachers put in three years, and secondary teachers one year, of partial training. Theory and practice must go hand in hand. The Engineering Department at Cambridge furnished an exact parallel. There was no essential distinction between the teaching of primary and secondary schools; between the higher-grade school and the lower grammar school there was a vanishing line of demarcation. There could be no difference of methods or manipulation of subjects.

Prof. JOHN ADAMS agreed with Mr. FINDLAY that every teacher, whether of English or arithmetic, should be a master in his own subject. In Scotland the concurrence of University and training work was complete, and he much regretted it. As to the theory of education, good work was being done in Germany, and to a less degree in the United States, and England was making a beginning.

Prof. MUIRHEAD said that in Birmingham, too, the chief difficulty that trainers felt was that their work had to be carried on simultaneously with the work for an ordinary degree. He hoped that the Conference would not give its authority to the separation of primary and secondary training. He deprecated the remuneration of teachers whose schools were used for practice; masters should not require extra pay for performing a public service.

The Rev. W. T. A. BARBER said that the Register, when it came into full force, would remove many of their difficulties as to training. Now the head master had to walk cautiously and consider the susceptibilities both of parents and of his staff before admitting apprentices to take

part in the work. Untrained masters were very shy of allowing outsiders to see their teaching. When all registered teachers were *ex vi termini* trained this obstacle would disappear.

Mr. T. H. WARREN said that at Oxford a large and increasing number of students—especially in History and English Literature—took their final schools at the end of their third year, and these students could well afford to give a fourth year to training. Schoolmasters should not go out less well prepared for their work than those in other professions.

The Advisability of Establishing Courses of Training at Non-University Residential Training Colleges for Secondary-School Masters.

In the absence of Mr. P. A. BARNETT his paper was read by Mr. O. BROWNING. It might be summarized in *Punch* fashion by one word, "Don't!" Such colleges are of value for women who have not enjoyed the common life of a University, but the training colleges for primary teachers are *peccati exempli* as hot-beds of narrow technicality, caste, and clique. It would seem, therefore, to be most undesirable that any sort of secondary training college for men should be established outside of the control and direct influence of the Universities, or at least of a great central public department, which (however imperfectly) might set up a University standard. On all grounds it would seem to be necessary that no training college for teachers, particularly for men, and, of all men, for men intended to work in secondary schools, should be established out of direct connexion with Universities. If they stand as seminaries by themselves, training colleges will certainly breed professional tricks and pedantries, and will be the less sensitive to general intellectual life and advance.

Training by a period of Probation as a Teacher at a Recognized Secondary School.

In opening the discussion, Canon LYTTLETON asked leave to amend the title—for "probation" read "student-teachership." He narrated an experiment he had made for two years at Haileybury. He had picked out a promising applicant, and had given him board and lodging free, in return for which the student took seven lessons a week. With regard to supervision, he had himself looked in often enough to see that things were going right in the class-room in matters of discipline, and the student was in close correspondence with Mr. Iliffe, the Master of Method in the Cambridge Training College, who came down twice in the term and heard lessons. He had had in all three students on a similar footing. But such an arrangement could not be made a precedent; student-teachers in the future would have to pay. The temptation to assistant masters to devolve their work on the student-teacher might be obviated by charging to the form master a fee of 5s. for every lesson so taken. Two terms should be a minimum for the student-teachership, and, as the lesser of two evils, he would rather see the training college course curtailed. As to supervision from outside, that was a point that would be seriously discussed by the Consultative Committee. He hoped that nothing would be said likely to lead to the shortening of a candidate's general studies. They were not at present overstocked with intellectual enthusiasm in public schools, and, though training might do much, it could not supply or supersede the culture given by a full University course. The supply of masters was dwindling, and we must be careful to do nothing that would tend still further to reduce it. A student-teachership would be far more attractive to a graduate than a residential college. The system could be extended all over the country, and in his opinion it was the best adapted to meet our present needs.

A paper prepared by Dr. Gow was, in his absence, read by the Rev. R. D. SWALLOW. He would not presume to criticize the Universities and University colleges which had started training departments. Training might be profitable, but he insisted that it was of the highest importance that men should be able to enter the profession by a short cut. It was essential that the teaching profession should contain men of learning, ability, and (he would venture to add) of gentle breeding. Even as it was, men of the best degrees were drawn off to the Civil Service. The scholastic profession differed from others in that it required a high degree of physical vigour. In schoolmastering the wisdom that came with years was at a discount. What in a cleric was a grace—to be bald, bent, and grizzled—was counted a disgrace or an actual disqualification in a schoolmaster. Many were tempted to enter the profession by the prospect of a decent, immediate salary, but the pay, though fair for a *tiro*, was bad for a veteran. They might find guidance in the clerical profession. There was hardly a cleric of eminence who had not obtained Orders in virtue of a college fellowship. If all candidates for Orders had to pass through a seminary, the Church would be depleted of intellect. As to student-teachers, he held that head masters would not be competent to certify their ability to teach. The best head masters had their hands already full and would not take upon themselves the extra responsibility. On what principle were heads of training colleges and masters of method appointed? Was it not on their supposed ability to teach? Had not head masters the same qualifications? Was there any need for a fifth wheel to the coach? A head master saw an assistant at his best, as would an inspector of

method, but also at his worst. He could dismiss for incompetence after appointment; why not also before?

Mr. J. EASTERBROOK said that some thirty years ago, when training was advocated on theoretical grounds, there might have been some excuse for the scepticism of head masters; now that it had been put into practice, there was none. The head masters of schools represented at the Head Masters' Conference did not consider it part of their duty to see that their assistants could teach. They preferred to give them a free hand and judge only by results. He was not suggesting that this trust was abused. Young masters, he believed, were, as a rule, enthusiasts in their work, but their zeal was rarely according to knowledge. He represented a very different class of school—a large day school of the middle-class type, and head masters like himself were convinced of the need of training. His predilection was for a training college under a principal who had had wide and varied experience as a master. The elementary training college and the pupil-teacher system were danger-signals to show them what to avoid. A training college on a sounder basis had been started by the London County Council, and secondary students would be admitted to it in January. As to student-teachers, he would enter two provisions. They should not be reckoned on the strength of the school—that was essential—and they should not be left to a visiting master of method. A man might give a very good show lesson and be a very bad master. If a year of probation be required of intending masters, salaries must improve.

Mr. J. S. PHILLPOTTS urged that, as the Civil Service now skims the cream of Honour men, we must lay no new burdens on teaching candidates. They should be allowed to combine their training with paid work in schools. Instruction should be given them partly by a visiting master of method, partly by a senior member of the staff. Existing methods of teaching wanted overhauling, and that would be done if there were one upholder of training on the staff. The school must prove to the Board of Education that it is suitable, and the student would have to pass for a diploma at the end of his time.

Mr. A. SIDGWICK desired to assure Mr. Findlay that he had not left his first faith, but still adhered to post-graduate training. But he thought that at this initial stage such arrangements should be made as to secure the maximum of students with the minimum of interference with the regular University course. If Mr. Lyttelton's course of student-teachership could be made of universal application, they would secure an ideal training, but ordinary head masters of secondary schools could not compete with professional trainers. Mr. Findlay asked them to accept a system of piecemeal, insufficient, and one-sided training in place of a well thought-out system conducted by University experts. He read a letter he had received from a head master of ten years' standing, who had passed through the Oxford course and taken the diploma. His correspondent said: "I would not have missed the course for anything. It taught me to regard things from the point of view of the child, and not of the coming examination."

Dr. WORMELL urged that the stage of student-teacher should be a starting, in order that there might be a wide selection among candidates for teaching. That was the great merit of the pupil-teacher system: the choice lay with the head master, and his selection was abundantly justified by the successful careers of those thus chosen. Some of them went on to Oxford and Cambridge; many more continued their studies at the University of London, that *alma mater* of the poor.

Sir A. W. RÜCKER described the system adopted by the Royal College of Science. There the best of the students were selected as assistant teachers in the laboratory. After two years they acted as demonstrators under the supervising demonstrator. They had to prepare a course of lectures looked over and corrected by the professor and then to deliver this course in a school of science. Use was made of the departmental inspectors to hear and report on lessons thus given. Once in two years each of the professors gave a course of lectures on the art of teaching his special subject. Lastly, the pick of these students were allowed to lecture in the college itself. He doubted whether any training so thorough and systematic could be given in an ordinary school.

The Rev. M. G. GLAZEBROOK doubted how Mr. Lyttelton's experiment would work on a larger scale. According to a scheme that had been circulated he should have twelve student-teachers assigned to him, and he could not help recalling the words of Edward Thring: "Six student-teachers, six ignorant young critics." One ignorant young man might learn a good deal, but his batch of twelve, with separate time-tables, would be sure to herd together. Suppose them third class men whose main interest was athletics: what would be their ordinary topic of conversation? He should support such a system only if tried as an alternative and very carefully guarded against abuses.

Mr. ARTHUR ACLAND said they had reached the point where they could see that those who might have wrecked the scheme of registration showed by their presence that they wanted to make the Register a success. He agreed with what had fallen from Mr. Glazebrook, and the Consultative Committee would take account of his suggestions before recognizing schools for the purpose of training. The Universities would have to make much larger provision than they had yet made, and

engage much abler men in the work. They were only at the beginning of the subject. The older Universities must find money to pay the leaders of the profession to become professors of education, second to none in authority. In laying down the conditions of the Order in Council for Registration the Consultative Committee were well aware that they were opening the door to second—he would almost say third or fourth—rate teachers; but the Order was provisional, and after four years a higher standard would be required. He had no doubt himself that eventually training should be post-graduate. The County Councils would be able to hasten this consummation by helping University students in their fourth year with scholarships.

Mr. KEATINGE said that head masters had not yet realized what a well organized course of training meant. In preparation for the Conference he had consulted old pupils of his, now masters in public schools, but their answers were so uncomplimentary to the head masters under whom they were serving that he could not bring himself to read them out. He must protest against the suggestion that the theoretical training should be given at the University and the practical training at schools. So long as the two were concurrent, and there was lots of both, he cared not greatly where it was done.

The Rev. J. B. BLOMFIELD said that among head masters of private schools there was a unanimous preference for student-teachers as against training colleges.

Mr. M. E. SADLER said the problem of training masters in English secondary schools was exceptional. The best in these schools was associated with practice, not with theory; it was to be gathered, not from treatises; it came out partly in conversation; it was an atmosphere that must be breathed. Therefore student-teachership was an essential part of training; but it should not be allowed to be the only part, for these reasons:—(1) The tradition of English secondary schools was literary, but we were on the edge of a great change. Manual training was destined to play a great part in the future. Therefore our leaders ought to be brought into contact with what before long will be the central subject. (2) Training will encourage in candidates a sense of professional unity and solidarity such as is found among German teachers. (3) We want to encourage in candidates a much keener sense of the obligation to meet social needs by reformed curricula adapted to the times. We must have in our higher secondary schools, as we have had in the past, the very best men. Therefore, let us set before ourselves a high aim and insist on a high standard both of liberal and of technical education.

Sir OLIVER LODGE summed up the results of the Conference as far as it had gone:—(1) The training of teachers is a necessity, to be secured, if needful, by State compulsion. (2) A great part of the training for primary and secondary teachers is common to both, and the first stage is even better taken in primary schools. (3) But there is a fresh series of problems for the secondary teacher not yet solved. (4) Training colleges should not be isolated, but associated with a University. (5) Training should never be regarded as a substitute for the learning of subjects. (6) A further year of student-teachership is necessary for masters in residential public schools.

SECOND DAY.

The Conference held its second session on Saturday, at 10 a.m.

A paper was read by the Rev. G. C. BELL on

Training by the combination of Training at a University with a period of Probation as a Teacher at a Secondary School.

The object of the paper was to urge the Board of Education so to modify the Order in Council as to allow candidates to divide the year between these two methods instead of presenting them as alternatives. This might not be considered an ideal plan, but it was a compromise well suited to meet present conditions. The profession was at present at a discount; and, further, some head masters, and many assistant masters, regarded schemes of training with lukewarmness, scepticism, or even hostility. If his proposal were accepted, such critics or opponents might be conciliated; otherwise they might stand aloof from a Register which imposed training, and so wreck the whole scheme. In favour of his proposal he urged:—

1. Capable witnesses before the Bryce Commission agreed that some actual experience of school work was the best way of preparing a candidate to accept and profit by the training college.

2. Such experience would be more attractive to men who have just gone through the strain of preparation for a degree.

3. Without such experience, a solid year at a training college might tend to develop priggishness and pedantry. It was one thing to pass the test of criticism lessons, another to maintain discipline when confronted with twenty-five lively boys in an isolated class-room. Technical training has often proved abortive because the candidate has not previously been forced to recognize his own needs and deficiencies.

4. Schools differ widely in character, and it were well that each intending master should have had experience of the type of school in which he will be employed.

On the other hand, student-teachership alone would not suffice to

give the technical preparation of a training college; and there was the danger that student-teachers might be exploited by employers who desired cheap labour. Even the better sort of head masters were rarely competent to give effective training, nor had they the time; and the supervision of a visiting master of method must be casual and intermittent.

Again, a student-teacher who spent his whole year in school was likely to be enured to the defective methods of science and modern language teaching that now prevailed.

To pass to details. If the year were divided, there were strong reasons for assigning the first term of it, and no more, to student-teachership. As to the conditions of the student-teacher's work, the head master may give general supervision, but he must delegate a member of his staff to act as adviser and tutor. If student-teachers came for only one term, a large school might receive four or five in the year, if these were distributed among the several departments. But such internal supervision cannot be adequate, and the services of a master of method must be retained.

The Joint Committee on the Training of Teachers estimated the cost of a training course, exclusive of residence, at £30 a year. A third of this would be a meagre fee for the master of method and the advising member of the staff, who must be likewise remunerated. But, if the student-teacher were receiving his maintenance free, or at a low cost, he might well afford to pay more than £10, and he might be subsidized by the Local Authority.

The proposed partition of the year might be objected to on the ground that two terms are not sufficient for the many subjects that have to be dealt with in a training course: experts have said that not less than thirty weeks are required for this purpose. If that is so, an obvious solution of the difficulty would be the following. The scheme of the Board of Education demands two years: one of student-teachership or training, one of "probation." Let these two years be otherwise divided thus: one term of student-teachership followed by a year at a training course; the two terms that remain would be quite sufficient to test the work of a "probationer" and ascertain whether he was fit to receive the final diploma.

A proposal has been made, and influentially supported, that not only may the whole of the first year of training be spent as student-teacher at a recognized school simply under the supervision of the head master and his staff; but also that graduates may be allowed to reckon the second year (or year of probation) as running concurrently with the first. There is no doubt something to be said for this proposal on economical grounds: but its adoption will be deprecated by those who agree with the drastic criticism that "apprenticeship, or the system of student-teachers, as hitherto practised in England, must be pronounced more or less of an imposture." ("National Education," page 66, 1901.)

Mr. GLAZEBROOK was called upon, in the absence of Dr. Gray, and said that he was wholly in accord with Mr. Bell's proposal, but ventured to offer one or two supplementary remarks. It was apt to be forgotten that there was a wide difference between a voluntary and a compulsory system. Hitherto training had been given only to young men who were sensible of their need, and therefore docile. It would be hard to convince the mass of candidates for masterships that they needed any training, especially in a country where every man thought himself provided with innate ideas of education. To do this they must have the discipline of failure, and nowhere was that lesson so clearly driven home as in school. Secondly, they must have the discipline of comparison by listening to lessons given by past-masters in the art. It was sometimes urged that a young master could not do better than continue the discipline that was so good for him at school. But there was the obvious danger that a young man, with the best intentions, tended to become the creature of his own failures. Far better for him to go right away to a different atmosphere, familiarize himself with new methods, and thus give himself time for unconscious cerebration. Then they were confronted with the difficulty how to get masters with knowledge and with time to give systematic training. The majority of public-school masters did not seriously believe in training. He himself had a profound conviction of the value of systematic training. He had examined for two years at Oxford at the School of Pedagogy, and had been struck by the obvious effect of thought and reading on the work of candidates. They knew much more of their profession than he had known at the end of five years of empirical struggle. He thought that too much emphasis had been laid yesterday on the practical side of training. What they most needed was to bring out the intellectual side—a large and liberal view of a science dealing with human souls, which was more readily accepted and entertained in a University.

Mr. P. E. MATHESON said it would be a great mistake if at this stage the University were to attempt to construct a Final School of Pedagogy. The science of education was still in its cradle. Whether University training or school apprenticeship should come first might well be left an open question. They were at the outset of a new experiment, and the more elasticity the better. As with the training of officers for the Army, they wanted variety, elasticity, and freedom.

Mr. WOODWARD said that head masters failed as yet to realize the

content of training. First must come the historical and scientific aspect of education as a whole (a University subject), and then experience in handling the materials of instruction.

Mr. KEATINGE said that Oxford granted no diploma till after the candidate had had a period in school, and satisfied not only the University authorities, but the head master under whom he had served. At Oxford the candidates had two periods of two weeks of actual class teaching.

Mr. FORDHAM, as a County Councillor, asked for guidance from the Conference as to how they could best further the teaching of modern languages, and the mother tongue—whether by granting scholarships to be held abroad or by encouraging teachers from foreign countries to come to England.

Mr. PHILLPOTTS called attention to a scheme of training that he had prepared for distribution among members.

Mr. LYTTELTON said he had been converted by Mr. Bell to one in place of two terms of student-teachership. He saw too that certain checks were needed to prevent head masters taking too great a share in the work of training. The two terms of University training should embrace visits to schools of various types, not necessarily close at hand.

Financial and other Economic Questions connected with Training as affecting (a) Local Education Authorities.

A paper was read by Mr. H. HOBHOUSE, M.P.

The training of teachers will be a material matter among the duties of the new Local Education Authorities in the event of the Education Bill passing into law. Hitherto little has been done, or has been expected to be done, by the Technical Instruction Committees of English County Councils towards the professional training of teachers. But they have given valuable assistance towards the instruction of both pupil-teachers and acting elementary-school teachers in various scientific and technical subjects. When, however, the County Councils become the Secondary Education Authorities, they will have to face the question of professional training, and (to quote Section 2 of the Bill) "take such steps as seem to them desirable after consultation with the Board of Education." But their funds available for higher education will, in most cases, be so limited, and the new calls on them so pressing, that some County Councils will probably shrink from the task unless they have a strong lead from the Central Authority or from an enlightened body of public opinion. There is, anyhow, considerable risk of their confining their operations to the more numerous, and as a rule more needy, class of teachers in elementary schools. It becomes, therefore, of importance to see what can and ought to be done in higher directions.

Here let me say that I do not propose to deal with the question as it will present itself to the Councils of large cities, where the problem is a simpler one, and where the excellent example of the London County Council, working in co-operation with the London University, will probably be imitated. My attempt will be rather to show how the Council of an ordinary county can best contribute to the end we have in view.

First, then, as to the probable cost. Judging from the few figures I have been able to collect, the charge for professional training in a University college may be estimated at £15 for the session, and the *minimum* boarding charges at a hostel at £45 for a man and £35 for a woman. Thus, the cost of a year's training and residence will be at least £60 and £50 for men and women respectively, without reckoning anything for dress or travelling expenses or recreation, or allowing for the loss of any salary which might have been earned during the year. A year's training will probably suffice for either graduates or well educated non-graduates, if they give their whole time to the work of professional study. In any case, a high standard of general education will, no doubt, be required as a preliminary to the award of any County Council scholarship, such standard being necessary to qualify the trained teacher for admission to Column B of the Register.

County scholarships for training might be awarded either (1) to acting teachers, who would usually be chosen from the junior members of the staff of the secondary schools within the county, or (2) to senior county scholars who have just completed their three years' degree course at a University or a University college. As time went on, the demand for training acting teachers would gradually diminish, and public assistance might be confined to completing the education of the county scholar who desires to become a secondary-school teacher. But, at first, it will be only fair to assist some of the poorer and more promising assistant masters and mistresses to obtain a proper position on the Register. They will, of course, require less practical training than the ordinary scholar, and have more time to devote to the theory and history of education. Such a policy will, moreover, make it easier for a County Authority to gradually require a certain proportion of registered teachers on the staff of every aided school.

It is difficult to estimate the number of training scholarships likely to be awarded to secondary-school teachers in any particular county; but, considering the more pressing demands on the ratepayers in other directions, and especially for training elementary teachers, it is not likely that this number will be large. Possibly in a county of average size (like my own) we might be able to train twenty elementary teachers

and two secondary teachers at a time, though this must be regarded as a mere conjecture. But, obviously, the number to be trained will depend to a large extent on the amount of the scholarship to be offered. Teachers without private means cannot be expected to give up a salary and devote a year to training, unless they have all their expenses paid, say, at least, £70 to £80 a year for a man, and rather less for a woman. Others, who have some savings, but who are not well-to-do, might perhaps be aided by bursaries of half that amount. In some cases the governors of an endowed school might be willing to aid a promising member of their staff by meeting a county grant, or by guaranteeing that he should be replaced, when trained, in his old position with an improved salary. In this and other ways there might well be co-operation between the County Authority and the governing bodies of recognized schools.

It is not part of my subject to deal with the arrangements for the reception of teachers at University colleges, but it is clear that the County Authorities must have cognizance of these arrangements, and must see that proper hostels are provided, at any rate, for the women teachers in training. In some cases it may be desirable, or even necessary, in order to start a hostel for secondary teachers alone, that a group of counties should combine to guarantee (say) at least two scholars a year from each county for a limited number of years. If the number guaranteed were proportioned to the population and ratable value of each county, it would secure a certain amount of uniformity of system.

This brings us to the greatest difficulty in the way of a local system of training, where there is no specific obligation thrown on any locality to take its due share of what is properly a national, and not a local, task. Unless the Board of Education can, in exercise of its powers of consultation and advice, induce each of the new Local Authorities to contribute proportionally to the training of teachers, many agricultural counties may shrink from the burden. They will, with some reason, anticipate that the trained teacher will prefer the more highly paid posts available in the large towns, instead of returning to the smaller schools of the county which has aided him. Possibly this danger may to some extent be safeguarded by only awarding training scholarships to those who will bind themselves to work for a time within the county or a group of combined counties. But it would clearly be unfair to exact, and well-nigh impossible to enforce, such a guarantee, except for a strictly limited time and within an area of sufficient size, to give adequate chances of promotion. In short, it will be found difficult to organize satisfactorily a local system of training teachers of any grade, unless the Government are prepared to offer substantial inducements to Local Authorities to take up a task which ought by rights to have been borne by central rather than by local funds.

Mr. W. EDWARDS said that, so far, all the University of Wales had done was to arrange for a diploma for graduates after a year's training on the secondary side of the normal department. He deprecated residential colleges for secondary teachers whether at the University or elsewhere. He wished to see established in every University a strong Chair of Education and an educational tripos.

The Rev. W. H. MOSS upheld training schools either in connexion with the Universities or in great cities. It would be a mistake at this stage to attempt too strict definition. Details should be left to be settled between the head masters and the principals of the training colleges. Not many head masters would be induced in the first instance to take student-teachers, and there was undoubtedly a strong body of feeling in public schools against the movement.

Prof. ARMSTRONG, as the only member of the Conference engaged in the training of secondary teachers, urged that variety of method was essential to the success of the movement. The primary schools should furnish a warning against the dead hand of uniformity. The workshop method was the method of the future. What did present teachers or trainers know of it? Scarcely a teacher had been taught the very elements of the scientific method. A distinct tripos of education should be established, as in the case of engineering, and a professional bias given to the University course of the intending teacher. Experience must be gained in the school itself, not in the artificial atmosphere of the model school.

Mr. LEE WARNER complimented Mr. Hobhouse on his late promotion. The King, in honouring him, had honoured education. In his own county, Norfolk, they had done what they could to promote training by augmenting the allowance of King's scholars, till they were warned that it was not lawful to help in the training of pupils for their profession. No County Council, he felt sure, would shrink from the effort to give effect to the permissive clause of the new Bill; but with a vote limited to 2d. it would be very difficult to provide all that they needed. He recalled his experiences as a young Rugby master under Dr. Temple—how the future Primate had put his pen through a set of history questions he had carefully prepared—"All these questions are too hard"—and how he had once exclaimed when hearing the speaker give a lesson: "How you do frighten your boys!" (the fact being he was rather frightened himself); but an ordinary head master had neither the knowledge nor the authority to deal thus frankly with his assistants. He hoped they should not see an eruption of local training colleges.

(b) *Governing Bodies and Head Masters.*

The Rev. R. D. SWALLOW read a paper. The branch of the subject entrusted to him was the most difficult, in so far as there was no basis of experience on which to build. Neither governors nor head masters had ever seriously faced the problem of student-teachers. Secondary schools might be divided into five classes, though, he regretfully confessed, the classification was mainly social. Each class demanded a different sort of teaching, and consequently a different training for their masters. Therefore a national practising school, such as was recently advocated in the *Times*, would not meet their need. It remained, then, that, unless the training college system was to be accepted, a pressure—almost coercive—must be put upon head masters of schools of every type to undertake the work, and that it must be done under efficient supervision of the Board of Education. There must be a chief inspector to organize the whole system, with masters of method under him—one or more for each county. In the case of poor schools the State must step in and pay, or partly pay, the student-teachers' fee. As to internal organization, in London and populous districts like the West Riding, within easy reach of a training college, no difficulty would arise. In other cases they must depend on masters of method. These would inspect, advise, but not control. The autocracy of the head master must be safeguarded. Every head master of a school recognized for the purpose should have a right to appoint two student-teachers, and to every assistant master of seven years' standing should be allotted one, provided that there is never more than one student-teacher to every fifty boys. The minimum fee should be £25 in a day school and £75 in a boarding school. Care should be taken to prevent the exploiting of student-teachers. Serious difficulties will have to be faced in the reluctance of governing bodies and of head masters to adapt their schools for the purpose, and in the unwillingness of parents to submit their sons to 'prentice hands. The head master, moreover, will have to "suffer fools gladly" if he is to maintain the authority of the student-teacher in the presence of a form of English schoolboys. His heart would not leap up within him at the sight of a student-teacher as Dean Stanley's did at the sight of an undergraduate.

Archdeacon BROOKE said that in the schools with which he was most conversant—small grammar schools with inadequate endowments—there was no possibility of meeting any call on their resources to provide for the training of teachers. As it was they were unable to pay their assistant masters an adequate wage. The only suggestion he could offer was to lessen rather than increase the number of existing schools, to get power to deal with local endowments and establish in their place central schools. The smaller schools were wholly unfitted to receive student-teachers, and should not be recognized.

Mr. FINDLAY regretted Mr. Swallow's attempt to formulate a settled plan. A travelling master of method was the most fatal arrangement that could be conceived. A master of method should never, with his consent, set foot in the school, if only because he was, and would be, mistrusted by the staff. And not without reason, seeing that the chief recent reforms in the teaching of modern languages, science, and geography had been initiated by assistant masters. A paper on reforms in geometry teaching in the current number of *The Journal of Education* was an instance in point. To secure training they must trust to the profession itself. Schools, it was true, would try to exploit the student-teacher, but they would trust to the Board of Education to check them.

Mr. HUMPHREYS-OWEN, M.P., as Chairman of the Central Welsh Board, bore out Archdeacon Brooke's complaint both as to the multiplicity of schools and the inadequacy of salaries. In Wales they had between seven thousand and eight thousand scholars in ninety-five schools. In spite of the ½d. Treasury grant to meet an equal county rate, they were hampered at every turn by lack of funds, and the salaries they could afford were wholly inadequate. It was astonishing to him how they secured such admirable material at so low a price. The only explanation was the initial enthusiasm aroused by a national system of secondary education. What they must aim at was to get the grant increased, and to get it released from the condition that now restricted it to one side of secondary education. This gave too entirely a scientific ply to the curriculum. The speech of Mr. Chamberlain at University College School held out hopes of larger State aid and larger liberty.

Prof. ADAMS said that education as a science contained one uniform and one variable element. The subjects as subjects to be taught and the boy as a pupil were constant factors. There must be one theory for all. But there must be difference of practice in different schools.

Dr. BODINGTON said their chief difficulty would be to find a sufficient number of recognized schools. The County Councils had it in their power to do a great service by renewing a scholarship for a fourth year in the case of student-teachers. This would be a far better plan than the creation of special scholarships.

The Rev. J. B. BLOMFIELD hoped that in any plan private schools would not be overlooked, and that it would be made clear that scholarships could be held in them.

(c) *Candidates for Masterships.*

A paper was read by Mr. J. L. HOLLAND. He drew a parallel between the England of to-day and Prussia in 1890, when the *Seminar-*

year for all secondary teachers was imposed. Then in Prussia the teacher market was glutted. So it was in England in 1896, when a similar Conference sat at Cambridge. But there is no such glut to-day. "There was never a time when the teaching profession was less attractive than now," so wrote a leading head master, and a crowd of witnesses were produced to bear him out. The chief cause was the low salaries that prevailed. The average salary of assistant masters in the Welsh intermediate schools was £125, and this figure might be taken for England. In the Eastern counties it was considerably lower. The consequences were disastrous: not only were the best men not attracted, but there were constant changes in the staff. The prospect for an assistant master was a bare pittance while engaged, and no pension for old age. Another deterrent was insecurity of tenure. Men would not enter a profession where they could be dismissed at the pleasure of an individual. The only remedy was to bring more money into our schools. This must be done, not by diminishing the salaries of head masters, but by levelling up. School fees must be raised.

Mr. F. STORR, like Burke's friend, said ditto to all Mr. Holland's remarks. On one single point he ventured to differ. He would cut down the salaries of the great head masters, not on economic grounds, but because it suggested a disparity of status that worked disastrously. In Prussia the most highly paid head might receive £500, and his senior assistant would get £450. In England the retiring pension of a head master was larger than the salary of any assistant, and it was the exception for an assistant to receive any retiring pension. As to the dearth of candidates for masterships, he quoted some striking statistics furnished by Messrs. Gabbitts. The remedy was to be sought not in making the conditions of entrance easy, but in raising the status of the profession. In the medical profession that had been done—seven years were required of a University medical student before he could practise—and fees had risen accordingly. He was a fanatic for training; yet, if he had to choose between the horns of a dilemma, he would rather forego the training than see the proper University course for teachers reduced from three years to two, or classmen converted into passmen. The first step was to make teaching a profession. In the words of a great teacher, himself a cleric: "The first condition of a good teacher is that he should be a teacher and nothing else; that he should be trained as a teacher and not brought up to some other profession. In a word, the schools will never be better as long as the schoolmasters are theologians by profession."

Sir OLIVER LODGE again presented a *résumé* of the discussion. (1) A short period of apprenticeship in a recognized public school should be interjected during the training course—not more than one term. (2) The theoretical aspect of educational science, illustrated, but not superseded, by experimental lessons, should be emphasized at University training colleges, and no training should be considered complete without some residence at a University. (3) There were two methods of aiding teachers in training to bear the expense of their college period: (a) by direct subsidy from central or local funds, with, if possible, adequate control and guarantee that the opportunities thus afforded should be subsequently supplied, a method which must necessarily put some incompetent person through a process not really useful or repaying to the country; (b) by employing public funds to increase the salaries of assistant teachers who had properly qualified themselves, and then leaving it to the normal instinct of parents and youths to undergo the expense of preparation for the teaching profession as for others, aided in exceptional cases by county or Government scholarships. (4) If the salaries were not raised, and the profession made in other ways more attractive, there would be a dearth of candidates, and any profession which did not attract good men, over whose entrance door a shadow hung, was badly in need of reform. He confessed that (3) rather formulated his own views than the sense of the Conference.

Dr. SCOTT said that there was another side to the question that had been overlooked both by Mr. Holland and Mr. Storr. Schools were made not for the head master or the assistant, but for boys. He agreed that schools ought to be amalgamated. The difficulties with which he had had to deal had arisen not from conditions of tenure, but of finance. In his own school the average salary was 40 per cent. higher than what had been quoted. He pointed out that the Order in Council for Registration did not admit of Mr. Bell's scheme. He hoped that the Board of Education, in whose hands lay wholly the recognition of schools, would allow only schools at large centres of population, large boarding schools and a few smaller schools which laid themselves out specially for the work. If this were done, the two systems of a University training college and student-teachership might be fairly compared. He hoped that this Conference would result in the appointment of a Training Committee.

Sir JOHN GORST rose to propose a vote of thanks to the Vice-Chancellor, the Secretaries of the Conference, and their entertainers. All present were agreed that, by training, teaching might be made more effective, but training was still in the experimental stage, and the precedent of elementary teachers' training showed that its effect might be to improve some and spoil others. He hoped that the duty of organizing methods might be left in the hands of the Universities rather than of Authorities either Central or Local. But, if the Universities are to remain at the head of the movement, they must be progressive. Teaching of all

professions was the most apt to be conservative; there was here no danger of over-activity. A good deal of revolutionary probability hung about the profession. They might be on the eve of a very great change, the renaissance of the workshop method, but in initiating this new movement he was inclined to trust the Universities rather than the revolutionary zeal either of the assistant masters or of Prof. Armstrong.

The vote was seconded by Mr. BELL, supported by Mr. WARREN, and passed with acclamation.

ASSOCIATION FOR PROMOTING EMPLOYMENT OF HIGH-SCHOOL GIRLS IN ELEMENTARY-SCHOOL WORK.

A PUBLIC MEETING in behalf of this Association was held in the Westminster Town Hall on November 12, the BISHOP OF ROCHESTER in the Chair.

The CHAIRMAN expressed his strong sympathy with the object of the Association as one effort among many that were being made to counteract the separation of different classes of society, which was stronger in England than in any other civilized country of Europe. By carrying the advantages of higher education down to the lower classes they were using one of the great normal forms of influence and tapping a vein of real gold that had hitherto been very imperfectly worked. The difficulty with which they had to contend was mainly social. For a girl of the upper classes to take up the position of a primary teacher would, not long ago, have been regarded as a social degradation; and this prejudice, though less strong than it was, still existed, especially with the mothers. They must trust to the innate democracy of Christianity, a democracy that sought to level up, not to level down, to overcome it. Those who tried to cross this line of social demarcation would be the teachers who would bring to primary education what was best and most humanizing—the visionaries in the best sense of the word. The chief objection urged against the scheme was that they were threatening existing interests. But no attack was intended on the present teachers of primary schools. They were a body of whom he always spoke with honour as devoted public servants, and of some even with reverence. No one sought to deny the differences between higher and lower education, nor were the advantages all on the side of the former. Both branches would profit by the interchange; there would be a give-and-take of training on the one side and of culture on the other.

Resolution I., "That it is desirable to introduce as teachers into elementary schools women who had received a secondary education," was proposed by Mr. M. E. SADLER. This movement, as the Bishop had pointed out, was one case of application of a large rule of social policy, one of the great changes in public opinion that come across a nation. The description of the schoolmistress in Crabbe's "Borough" showed that his generation had no notion as to what should be the equipment of a teacher. It was only in recent years, thanks mainly to the teaching of Pestalozzi, that we were coming to see that the training of children in their earliest years was a work of supreme importance, not only on its intellectual side, but the teaching of self-control, the formation of habits, the building up of character. For such a work no equipment could be too liberal. And, to guard against misconception, he would interpose the remark that the passing through a secondary school was of itself no guarantee of fitness. The main qualification was, after all, a love of children, a sympathetic understanding of children, which was a life-long process acquired partly by the actual work of teaching. It had been part of his official duties last year to select teachers for the concentration camps, and he had been delighted to see how many girls educated in secondary schools had volunteered for this work and taken hold of their arduous duties in a simple, brave way. To educate properly even the youngest children teachers must have a large reservoir of knowledge to draw upon. One subject ran into another, e.g., drawing, modelling, measuring led up to mathematics, as shown in the life of Pascal. Again, children were prone to ask questions, irrelevant it might be at first, but often how pertinent! To be able to answer these questions or say that you cannot answer with dignity requires deeper knowledge than the bulk of primary teachers now possessed.

Sir CHARLES ELLIOTT, in seconding, dwelt on the financial aspect of the question. The modern girl wished to strike out an independent line of life, but this particular line had failed hitherto to attract her. She preferred to be a governess, though the market was overstocked, and an advertisement for a governess produced two hundred and fifty answers, while one for a cook produced only two. Under the London School Board an assistant mistress (certificated) began at £80 or £85 and rose to £140; a head mistress began at £140 and rose to £300. The chief deterrent was the dread of uncongenial society; but among London School Board mistresses there was an increasing number of cultured women, and the more this movement spread the less would the objection become. A more serious obstacle should be fairly faced—the great physical strain of standing before a large class for five hours and a-half for five consecutive days a week. None but girls of strong physique

should attempt it. There were two ways of entering the profession—as a graduate with a teaching diploma, or as a pupil-teacher, and of these he, with Mrs. Bryant, preferred the latter. Sir John Gorst's sneer at "child drudges" certainly did not apply to pupil-teachers under the London School Board. These had, if anything, too little practice in teaching: they were well taught themselves and well paid—£16 in their second and £24 in their third year of apprenticeship. The complaint he heard from head mistresses was that secondary teachers had not the gift of discipline, and he believed that the old-fashioned way of pupil-teachdom was the best way of acquiring this.

Miss M. HUNTER, Head Mistress of Girls' Department, Higher-Grade School, Ilford, considered that the jealousy that was undoubtedly felt by some primary teachers was caused by the superior airs that secondary teachers gave themselves. In towns there was no social difficulty; in the country oil and water would not mix.

A paper by Miss HYDE, head mistress of a voluntary school, was read by the Hon. Secretary, Miss MERIVALE. She deprecated false sentiment—engaging in the work as if it were a mission. Much the same mental qualities were required in both classes of teachers, and the pay was at least as good; only the work was harder and the holidays shorter.

Resolution II., "That steps be taken to increase the powers for usefulness of this Association," was proposed by Miss BISHOP. The work of teaching was fundamentally one and indivisible. St. Gabriel's College, of which she was the Principal, was now in its fourth year, and had sent out two generations of trained teachers. The college began with thirty-two students, five of whom had received a secondary education. These five were now all employed. In the second year they had ten non-elementary out of sixty-nine students. Of these, five were retained for a second year of training, but the other five had all obtained posts. She insisted on the necessity of a full course of training, and this must not be got at the expense of general education. A girl removed from a high school at fifteen or sixteen could not be said to have received a secondary education. The bulk of primary teachers must always, of necessity, have received their education in primary schools, but the more cultured teachers who had gone through a high-school course might prove the leaven that would leaven the whole lump.

The motion was seconded by Sir JOSHUA FITCH, and a vote of thanks to the Chairman, proposed by Mr. F. STORR, ended the proceedings.

It was stated that the whole income of the Association, inclusive of the fee charged to applicants, is under £20. Subscriptions should be paid to the Hon. Secretary, the Rev. W. J. Frere, Stanway Rectory, Colchester.

THE PARIS INTERNATIONAL GUILD.

By CLOUDESLEY BREKETON.

THE Franco-English Guild, which has lately changed its name to the International Guild, has grown out of all knowledge during the last few years. Yet its commencement was on the most modest scale. In the autumn of 1891 its foundress, Miss Williams, held a drawing-room meeting of some dozen ladies with a view to founding an English library. The idea was favourably received, and the society started with ten members. Every month a literary *soirée* was held. New recruits were constantly joining, and Miss Williams's drawing-room soon became too small to accommodate the association. At this moment the Ministry of Public Instruction came to the rescue, and lent the society first one and then two rooms at the Musée Pédagogique. The *soirées* grew in importance, and in some cases blossomed out into regular courses of lectures. The English and American Embassies warmly supported the movement, Lord Dufferin and the American Ambassador each delivered several addresses, and since then the Guild has been lectured to by a large number of distinguished English educationists, such as the Bishop of Ripon, Miss Hughes, Mrs. Sidgwick, Mr. P. A. Barnett, &c. The number of adherents has been constantly increasing. From ten in 1891 they rose to seventy-nine in 1894, and at the present time are nearer four hundred than three hundred. The library has grown in the same rapid fashion. During the last two years the Guild has again shifted its quarters, and is now housed in No. 6 Rue de la Sorbonne, alongside of the University itself. With ample space at its disposal, it has been able to add to its attractions a reading-room and rooms for tea and lunch, as well as an "exchange room," in which English-speaking students may exchange lessons and converse with French members of the Guild. Those who are attempting to learn, or have learnt, a foreign language will appreciate this new departure. One of the chief obstacles

in mastering a foreign language is to find sufficient opportunities for practice in speaking. This system of exchange-lessons in the two languages, further, gets over the financial difficulty entailed by the cost of having to pay a retaining fee to some unfortunate person for the right of inflicting one's conversation on him, while the mere exercise of teaching one's own language is by no means to be regarded as a pure loss of time, affording as it does a valuable insight into the language, thought-forms, and racial idiosyncrasies of the would-be learner. On the social value of such mutual arrangements it is unnecessary to dilate here.

Another useful side of the Guild's work is the keeping of a register of French homes and boarding houses, which, being under the direct control of the Guild, offer guarantees that are lacking in the ordinary *pension*, in which far too often the foreign boarder is fleeced or neglected. But all these advantages are merely subsidiary to the main object of the Guild, which is to provide a full course of instruction in the French language, literature, and history, by professors of the highest University standing. Composition, both free and from the English, is taught by Mlle. Clanet, an *agregée d'anglais*. Other subjects in the course are modern and historical French grammar, French literature and history, and contemporary life in France. A special feature is made of pronunciation and phonetics, instruction being given by Mlle. Roussey, pupil of the celebrated Abbé Rousselot, Director of the Phonetic Laboratory at the Collège de France, who himself examines the students at the end of each term. The courses of the Guild are specially directed towards obtaining the *certificat d'études françaises*. The examination is conducted by M. Ernest Dupuy, *Inspecteur-général*, and two professors of the Sorbonne. This diploma is granted to students who are found capable of teaching French in English-speaking countries. The terms of membership are extremely moderate. The yearly subscription for use of rooms amounts to 10f.; for library, monthly meetings, and general lectures, 20f.; while the fees for all the classes amount to about 225f., or £9 a year for a session of thirty weeks. Originally confined to women, the Guild was induced a year ago to throw open its doors to men, with the happiest results; while the large number of German and Russian students who have since been enrolled has made it change its title to "International." Lately the Registration Council has recognized the Guild as a "foreign college" at which teachers who want to be registered may finish their University course, and more recently still the University of Chicago has declared the Guild "to be in co-operation with the University of Chicago," which means that the time spent in attending the Guild's regular course of lectures may count as a means of qualifying for the University's degrees. Those who have realized the superiority of well arranged holiday courses over the solitary *pension* life *en famille* will readily recognize the corresponding superiority of the advantages offered by the above institution over those of the holiday courses. It provides by means of its system of exchange lessons the one factor in which the holiday course, owing to no fault of its organizers, is generally the least satisfactory. Its lectures, being split up into classes for easy or advanced work, should appeal to students of every kind. Not only the *tiro* in French, but even those who have obtained a modern language degree in England, may greatly profit from them. The latter will find in the really modern and literary teaching of the Guild a valuable supplement to somewhat excessively academic and philological training they have received in England.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

THE Council met on November 6. Present: The Rev. Canon the Hon. E. Lyttelton, Chairman; Mr. A. T. Pollard, Vice-Chairman; Mr. J. W. Adamson, the Rev. J. O. Bevan, Mr. H. Courthope Bowen, Miss H. Busk, Mr. R. F. Charles, Mr. G. F. Daniell, Miss F. Edwards, Miss E. Gavin, Miss M. Green, Mr. J. R. Langer, Mr. J. W. Longsdon, Mr. H. A. Nesbitt, Miss E. Newton, Miss K. Stevens, Mr. F. Storr, and Mrs. J. S. Turner.

It was decided that it is desirable that the limiting words "not being an elementary school" should be expunged from the Order in Council of March 6, 1902 (Teachers' Registration).

The applicants for membership were elected, viz.:—Central Guild, 7; Branches: Brighton and Hove, 1; Dublin and Central Irish, 1.

The sum of 2 guineas was voted as the third and final contribution to the expenses of the Joint Committee on Training, on which the Guild has been represented from the first.

Miss Maitland, Somerville College, Oxford, and Miss H. Busk, the representatives of the Guild on the National Council of Women at the Conference of the National Union of Women Workers, held at Edinburgh in October, presented their report on the proceedings of the Conference and Council, in so far as they had to do with education. A vote of thanks for their attendance and report was unanimously passed.

Mr. G. F. Daniell was added to the Political Committee.

Mr. F. Storr was appointed Hon. Librarian in place of Mr. John Russell, resigned.

The Museum Committee was reappointed, with an instruction to report to Council at their next meeting on December 13.

A vote of condolence with the family of the late Dr. J. H. Gladstone, F.R.S., a Vice-President and an original member of the Guild, was passed.

The representatives of the Guild on the Committee of the Joint Agency for Women Teachers presented a report.

The Legal and Professional Advice Committee reported that they considered that it is desirable that a pamphlet should be prepared giving legal and professional advice, and suggested the following as specimen headings of the sub-divisions of the subject:—(a) Introductory; The Common Sense of the relations of Governors, Heads of Schools, and Assistants. (b) Engagements. (c) Dismissals; Cases that justify Instant Dismissal. (d) Principals of Schools under Schemes. (e) Relation of Heads of Schools to Governors. (f) Recovery of Salaries. (g) Absences through Ill-health and Substitutes. (h) Questions of Infection. (j) Specimen Forms of Simple Agreements. They also recommended that a notice should be put in the *Teachers' Guild Quarterly*, for December, inviting further suggestions from members of headings or details upon which instruction is needed, to be sent in before January 31, 1903.

It was also recommended that Mr. G. W. P. Mellor, B.A., (of the firm of Messrs. Busk, Mellor, & Norris, solicitors, Lincoln's Inn Fields,) and Mr. W. Trevor Walsh, B.A., (of the Mercers' School,) be invited to join the Committee, and that, for the purposes of the Pamphlet, a head master, a head mistress, an assistant master, and an assistant mistress in a private school, and an assistant mistress in an endowed school, be added to the Committee, with voting power.

The report was adopted, and the Committee were asked to draw up an article for the *Teachers' Guild Quarterly* early in 1903, stating what we are attempting and suggesting heads.

A report from the Thrift and Benefits Committee was received and considered. The Committee had been instructed to consider and report on the Pension Scheme of the Central Welsh Board, but reported that, in view of the fact that the scheme had not been adopted by the County Governing Bodies in Wales, whose support is essential, they had not pursued the consideration of it, but concurred with the view of their Chairman (Mr. E. Brabrook, C.B.) on the subject, communicated to them in a letter, owing to his unavoidable absence. On the general question, however, they agreed to recommend: "(1) That it is desirable, in the interest of efficient national education, that all school teachers, whether engaged in elementary or in other grades of education, should receive such salaries as may render it possible for the Board of Education to order such deductions from such salaries as shall secure for such teachers suitable pensions. (2) That the opinion of members of the Guild on this resolution, as a matter of principle, be sought through the *Teachers' Guild Quarterly*, and that the matter be then referred to your Committee for further consideration and report, especially on the question of the mode of providing such increase, and on the best form of necessary central control." The report was adopted.

The Modern Languages Holiday Courses Committee reported on the courses held at Tours, Hontleur, and Santander in August. It was recommended that the courses in the three centres be repeated in 1903, and it was announced that preliminary negotiations were on foot with a view to the establishment of courses at Jena and at Kiel, or at one of those centres. The report was adopted.

The following circular was issued after the adoption of the report:—

The Sixth Series of Holiday Courses for which the Guild has been responsible has proved thoroughly successful from the point of view of the Committee whose special duty it is to organize them, and also, it is believed, from that of the students who were present at the various centres. The multiplication of similar undertakings under other management, since the first starting of the courses by the independent Committee which transferred their organization to the Guild, has not produced any results to discourage the Council. On the contrary, the full number of students allowed for at Hontleur was reached, and at Tours there was an attendance higher than on any previous occasion. The Spanish Course was a fresh experiment this year, and, though the attendance was small (six persons), the experience of those who took part in it was so favourable that a repetition has been arranged for 1903.

The fees received from the Santander students were not sufficient to contribute anything towards the expenses of the English representative of the Committee, who gave his services without any reimbursement whatever.

As many as 36 County Council students took part in the French Courses, viz.: from the West Riding of Yorkshire, 20; from Derbyshire, 5; from Surrey, 2; from Berkshire, 2; from Cheshire, 1; from Wales, 3; from Bradford, 2; from Northumberland, 1.

The statement of accounts shows that the year began with the sum of £25. 11s. out of pocket, and ended, after payment of the full management fee to the Guild, with £3. 8s. in hand, towards the expenses of the year (October 1st, 1902—September 30, 1903) now running.

[The reports received from the English representatives, who took part in the local direction of the courses in France and in Spain followed here, but, as they were summarized in the Teachers' Guild Report in the *Journal of Education* for October, they are now omitted.]

STATEMENT OF ACCOUNTS, OCTOBER 1, 1901, TO SEPTEMBER 30, 1902.

[Summarized.]			
Dr.	£ s. d.	Cr.	£ s. d.
To Sale of Handbooks	4 14 6	By Debt to Guild at October 1, 1901.....	25 11 0
" Fees from Students at Tours	76 13 0	" Fees to Professors—Tours	51 2 0
" Fees from Students at Hontleur	156 18 0	" Hontleur	68 0 0
" Fees from Students at Santander	12 15 0	" Santander	12 0 0
		" Allowance for Personal Expenses of Representatives at Tours and Hontleur (£15. 15s. each)	31 10 0
		" Petty Cash Outlay, on Sundries, of Representatives	9 16 0
		" Advertising	5 7 6
		" Printing Handbooks and Preliminary Circular	12 4 0
		" Postage and Stationery Expenditure at Office	4 9 6
		" Visit of General Secretary to France, October, 1901	3 0 0
		" Management Fee to Guild for use of Office, Services of Staff, &c. (10 per cent. on Fees)	24 12 6
		" Balance towards Expenses, October 1, 1902, to September 31, 1903.....	3 8 0
	£251 0 6		£251 0 6

Examined, compared with Vouchers, and found correct,
October 24, 1902. H. A. NESBITT, Hon. Auditor.

PRELIMINARY ANNOUNCEMENTS FOR 1903.

Courses, lasting from three to four weeks, will be held in August, 1903, at Tours and at Hontleur, and also at Santander, if a sufficient number of entries is received. The representatives of the English Committee for Tours will be Mr. E. C. Fisher, M.A., Cranbrook School, Kent, and, for Hontleur, Mr. E. W. Hensman, M.A., Head Master of the Rawlins School, Quorn. The representative for Santander has not yet been chosen.

A circular giving particulars and lists of books to be read in preparation for the courses will be ready in January next, and a handbook, price 6d., post free 6½d., giving fuller details and final arrangements, in May. The courses in each centre will be graduated to suit the relative proficiency of the students. To prevent disappointment, it is necessary to point out that all students should have a fair knowledge of the grammar of the country visited, and be able to read its literature with some facility, if they are to derive profit from the courses.

Reports were also received from the Finance Committee and from the Holiday Resorts Committee, and adopted.

The Organizing Committee met on November 20 to receive a report from the General Organizing Secretary on visits which he had recently paid to Bedford, Cambridge, Worcester, and Malvern, with a view to the formation of Branches in those centres. He reported that there were good prospects in all of these places, the leading teachers having expressed themselves willing to co-operate. It was recommended that he be instructed to visit Coventry, Leicester, Warwick, Leamington, and Nottingham, for purposes of organization early in 1903.

He informed the Committee that the following persons had consented to act as Local Correspondents of the Guild:—At Liverpool, Miss Maria Davies, 3 Falkner Square; at Uppingham, Mr. Horace Puckle, M.A., Uppingham School; at Saffron Walden, Miss J. M. Dunlop, the Training College; at High Wycombe, Miss Dove, Wycombe Abbey; and at Eastbourne, Miss M. E. Vinter, Math. Trip. Camb., Langland College.

The draft of a new abridged Prospectus of the Guild was settled for recommendation to Council for publication.

The following arrangements in the London Sections of the Central Guild for the year 1903 have already been made:—

January 28, 8 p.m.—Sections D and E. Lecture, "The Modernizing

of Modern Language Teaching in England," by Prof. Victor Spiers, B. ès L., M.A., King's College, London, Examiner to the College of Preceptors, at Notting Hill High School, 1 Norland Square, W.

February 4, 7 p.m.—Section A. Annual general meeting. To be followed by social meeting and entertainment at the Drapers' College, Tottenham.

February 6, 7.30 p.m.—Section G. Lecture at Aske's School, Hatcham, S.E. (Subject to be announced later.)

March 6, 8 p.m.—Conjoint meeting. Lecture on "Tennyson," by the Rev. A. Boyd-Carpenter, M.A., in the Botanical Theatre, University College, Gower Street, W.C.

March 13, 7.30 p.m.—Section G. Lecture on "Humour," by the Rev. Claude Tickell, M.A., at the Rev. A. F. Ryder Bird's School, Honor Oak Road, S.E.

March 19, 7.30 p.m.—Section A. Lecture on "Co-education" by Mr. John Russell, M.A., Head Master of the King Alfred Society School, Hampstead, at Mrs. Watkin's, The Ferns, 133 Green Lanes, N.

Prof. W. W. H. Hudson, M.A., King's College, London, is giving his course of free Saturday morning lectures on "The Teaching of Mathematics," to teachers, at 10 a.m., at the College, on alternate Saturdays. The course began on October 18, and will be continued after Christmas. The lectures include a recapitulation and continuation of those given previously on teaching arithmetic, geometry, algebra, and trigonometry. The object of these lectures is to help those who are practically engaged in teaching and wish to become acquainted with modern methods and improvements in order to render their teaching more effective. Attention will be paid not only to the general principles of the subject, but also to points of detail; and difficulties suggested by members of the class will be discussed. Teachers should send in their names, together with a statement of the teaching in which they are engaged, as soon as possible, to Prof. Hudson, 15 Altenburg Gardens, S.W.

Mr. J. W. Adamson, Lecturer on Education in King's College, London, is also holding a free course, in the College, on "Comenius, and the Beginning of Modern Educational Theory," on alternate Saturdays, from October 11, at 11.30 a.m. (to be continued after Christmas). Tickets admitting to the course may be obtained on application to the Secretary, King's College, London, W.C. Applicants are asked to name the schools in which they serve.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS.

[The Executive Committee of the Council of the Assistant Masters' Association, in accordance with a resolution passed on December 8, 1900, adopted as a medium of communication among its members "The Journal of Education"; but the "Journal" is in no other sense the organ of the Association, nor is the Association in any way responsible for the opinions expressed therein.]

THE next General Meeting is to be held, by kind permission of the Governors, at St. Olave's and St. Saviour's School, Southwark, on Saturday, January 10. The Executive Committee and the Council will meet on the previous day. One of the distinguished preachers of the Church is to address the Association on the Saturday at a special service to be held at 10 a.m. in the Collegiate Church of St. Saviour's. All the arrangements for the General Meeting are not yet completed, but it is hoped that Mr. Wimberley, of Abingdon School, and Mr. Morshead, of Winchester College, will read papers, and we all know that meetings addressed by them cannot fail to be interesting. These are our "May" meetings, on the warmth of which we rely for welding still more closely the links which bind together the scattered Branches of the Association.

The problem of securing for the Branches their proper share in shaping and controlling the policy of the I.A.A.M. has presented difficulties not unlike those which beset the way to Imperial Federation. Great James Street is as far from Newcastle as Whitehall is from New Zealand. We doubtless have amongst us many a Chamberlain (some of them born as yet to blush unseen) without Mr. Chamberlain's opportunities of putting ideas into practice. Still, Mr. Holland, in the midst of multifarious duties, finds time for flying visits to the country. Not long ago he was at Leeds; he will shortly be heard at Cheltenham. Mr. Holland is a man who knows his own mind, has the art of letting other people know it, and contrives to convince or conciliate those who dissent from his views and to stimulate those who agree with them. His visits also enable him, as Chairman, to keep the Executive in touch with the country members. Perhaps we may be pardoned, therefore, if we say that this domestic experience makes us regard with a special degree of hopefulness the visit of the Colonial Secretary to the Branches of the Empire in South Africa.

It is needless to dwell at any length on Mr. Holland's valuable contribution to the discussions of the Conference on Training at Cambridge.

Never has the unsatisfactory position of assistant masters been described with more masterly moderation. Most of us fully realize the lowness of salaries and the insecurity of tenure from which we suffer, but probably few will read without surprise his estimate that not one in six of us can hope to become a head master; that only one man in twelve is holding a head mastership worth £300 a year; that only about one in thirty has reached a head mastership worth £500 a year. Then turn to the competition for these lucrative appointments, which we may illustrate by the cases of Whitchurch and Stockport, congratulating by the way two of our members, Mr. Crofts and Mr. Daniels, of Nottingham High School, on their election. From a contemporary we learn that for the post of Head Master of Whitchurch Grammar School there were a hundred and forty-six applicants, several from distant places like Buenos Ayres, Jamaica, and Geneva. At Stockport the applicants numbered more than a hundred and fifty. This rush for "the land of the Olympians," where one may dwell in security, is an ominous sign—a sign not of health, but of fever and fear. The expense of electing a head master is a matter for serious consideration, when one remembers the urgent need for economizing the small funds available for secondary education in England. It must have cost not less than £200, and possibly as much as £400 to elect these two head masters. Most of this has gone from the pockets of assistant masters into the pockets of printers, who have produced some twenty thousand copies of testimonials, now absolutely useless, even as Christmas cards.

The I.A.A.M. must very soon make up its mind on the question of student-teachership. To what extent, and in what way, must the services of the master be recognized to whom a student-teacher is attached? He should not be expected as a matter of course to impart as a free gift to others the professional skill which he has acquired by years of toil and trouble, even though the gift entailed no special effort. The effort will, in fact, be considerable. Mr. Holland reminds us in his address to the Conference on Training that the majority of masters "are working under conditions which doom them perpetually to fall below their proper standard of efficiency." They teach for twenty-five or thirty hours a week, and give from twenty-five to thirty-five lessons a week. It is impossible for a master to make careful preparation for each of these. He can, for the most part, only see that he knows his subject-matter, and for the rest trust to his acquired skill applied under conditions which ensure ease and spontaneity. Once admit the critical student-teacher, accompanied possibly by the head master, and the family party is disturbed—"there's a chiel amang ye takin' notes," and careful preparation becomes necessary to success. The strain would be intolerable. How should it be relieved?

BOARD OF EDUCATION.

THE first two names actually entered on the Register of Teachers—and, we believe, the only two up to this date—are Mr. F. C. Kitchener, late Head Master of the Grammar School, Newcastle-under-Lyme, and Mrs. Withiel, late assistant mistress in the Notting Hill High School for Girls.

THE Board has issued a List of Special Schools or Classes for Defective Children certified by the Board of Education. It is remarkable that the majority of these are in London—64 out of 115 for the whole country. The explanation is, of course, not that London has the larger proportion of lame, halt, and feeble-minded children, but that the London School Board is more alive to its responsibilities.

RULES for planning and fitting up public elementary schools have been issued as a Parliamentary Paper. It may be well to recall the minimum floor space per scholar insisted on by the Board—10 square feet in ordinary schools, and 13 square feet in higher elementary schools. We know of at least one great London secondary school which would wholly fail to satisfy these conditions.

ON November 20 a conference was arranged by the Board between the Consultative Committee and the Registration Council. The proceedings were private, but it is a safe prediction that the upshot of the Conference will be a supplementary Order in Council on Registration. Hard cases have arisen, and anomalies have been discovered which urgently need rectification and amendment.

SIR G. KEKEWICH finds himself in a strange condition of suspended animation. It has now been definitely stated that Sir George Kekewich formally resigns his post on March 31, 1903, and that Mr. Morant is until then Acting Secretary of the Board of Education.

(Continued on page 842.)

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British Association Meeting at Glasgow, 1901.

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AT the instigation of the Board of Education the National Union of Teachers prosecuted an elementary teacher upon a charge of impersonation. His own certificate had been cancelled, and he had annexed another's. The sentence was imprisonment for one month as a second-class misdemeanant.

PROF. WINDLE has resigned his seat upon the Teachers' Registration Council, and Mr. J. F. Hope, M.P., has been appointed in his place by the President of the Board of Education. We regret the resignation of an able and energetic member (Prof. Windle still retains his seat on the Consultative Committee). We regret also that the appointment of his successor confirms the unsound principle of denominational representation on what should be a purely educational body.

THE appointment of Colonel G. Malcolm Fox, late Inspector of Army Gymnasias at Aldershot, to the post of Inspector of Physical Training under the Board of Education will be welcomed as a sign that physical training is to receive serious consideration.

PROF. WITHERS' serious illness, resulting from a slight surgical operation, will be a subject of general regret. In his enforced absence, Dr. Scott has acted as Chairman of the Registration Council.

THE President has re-appointed as members of the Consultative Committee all those whose term of office expired on September 30, with the exception of Sir William Anson (resigned), whose place is taken by Mr. T. H. Warren, President of Magdalen College, Oxford.

THE HON. LIONEL A. TOLLEMACHE writes to the *Spectator*: "A quondam teacher in a school tells me of an odd answer which she herself saw in an examination paper. Q. 'What do you know of the Atlas Mountains?' A. 'The Atlas Mountains run all round Africa, closely followed by the Pyrenees.' The following answer my informant heard only at second-hand, but on good authority:—Q. 'What do you know of the cedar-tree?' A. 'It has dark leaves, and the pencils hang on the branches.'"

A SUMMER COURSE OF NATURE STUDY.

UNDER the auspices of the Hartley University College, Southampton, a summer course of Nature study was held at Sandown, Isle of Wight, from August 2 to 16, 1902. The Brading School Board kindly placed their Higher Elementary School at Sandown at the disposal of the organizers, and, as the building is well fitted up and provided with a large central hall, lecture-rooms, and laboratories, it proved well adapted for the lectures and the indoor practical work.

Sandown itself is an ideal centre for Nature study. Close at hand are a rich sea flora and fauna, and the environs furnish an epitome of secondary and tertiary strata of England. The work of the course was divided into two parts. In the morning there was a lecture, followed by practical work on the subject dealt with in the lecture. The afternoons were devoted to excursions. During the first week five lectures were delivered on "The Structure and Functions of a Flowering Plant," treated in an elementary manner. The practical work consisted in the making of microscopical preparations of plant cells and tissues. During the afternoon excursions were made to places of interest in the neighbourhood, and the plants and animals studied in the living state.

Botanical excursions during the first week were conducted to Sandown Common, for bog and heath plants; to Culver Cliff, for chalk down plants; to Sandown Bay, for seaweeds; to St. Helen's, for sand plants; and in the vicinity of Sandown the cornfield flora was investigated. Students were advised not to make collections or long lists of scientific names of plants, but to devote their energies to the observation of biological phenomena of interest, such as the various processes of pollination, the adaptation of the plant to its environment, &c. One afternoon was devoted to a delightful visit to the Roman Villa at Brading. Subsequent to the geological lectures, excursions were made to Alum Bay (whole day), Sandown Bay, Whitecliff Bay, and the Landslip. The broader geological phenomena were considered, and the students' energies were directed to reconstructing the past physiography. The class was well attended, and the students came from all parts of England and Wales. They comprised one of His Majesty's Inspectors of schools, lecturers from training colleges, head masters and mistresses from secondary schools and elementary schools, and the assistant teachers from each kind of school. The course seems to have met the wants of the students in a thoroughly acceptable form. In some instances students received grants from their respective County Councils.

Messrs. J. M. DENT & CO. beg to draw the attention of Teachers to the following New Books, especially prepared for the CAMBRIDGE LOCAL EXAMINATIONS, 1903, which are mostly now ready.

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